

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية

My Book of English

السنة الثالثة من التعليم المتوسط



**MIDDLE SCHOOL
YEAR THREE**

CASBAH
Editions

الجمهورية الجزائرية الديمقراطية الشعبية

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

وزارة التربية الوطنية

MINISTRY OF NATIONAL EDUCATION

MY BOOK OF ENGLISH MIDDLE SCHOOL YEAR THREE

TAMRABET LOUNIS

HEAD OF PROJECT

INSPECTOR OF NATIONAL EDUCATION

CHENNI ABDEL FETAH

MATERIAL WRITER

BOUAZID TAYEB
UNIVERSITY TEACHER
TRAINER

SMARA ABDELHAKIM
MIDDLE SCHOOL TEACHER
TRAINER

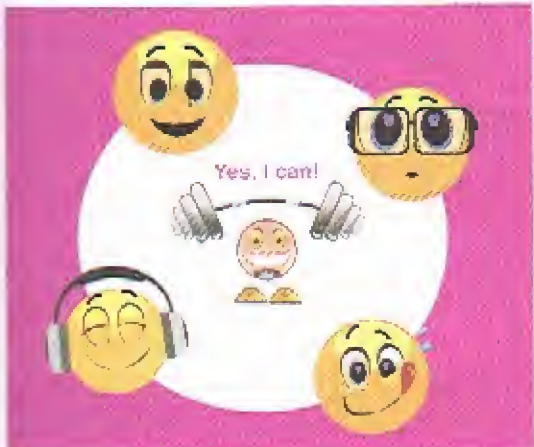
BOUKRI NABILA
MIDDLE SCHOOL TEACHER
TRAINER

CASBAH
Editions

MY BOOK MAP

Sequence	Communicative objectives	Linguistic objectives	
		Language forms	Pronunciation
Sequence 1 Me, my abilities, my interests and my personality	<ul style="list-style-type: none"> Expressing abilities and inabilities Describing personal interests Describing personality features 	<ul style="list-style-type: none"> "can" for ability "can't" for inability Questions about abilities and inabilities (with positive and negative answers) Asking questions about interests and personality Frequency adverbs: "always", "never" Asking about frequency: "How often ...?" Formation of adjectives 	<ul style="list-style-type: none"> Pronunciation of the vowel sounds: /ɒ/, /æ/ and /ɔ:/ Pronunciation of "can" and "can't": /kən/, /kæn/ and /kɑ:nt/ Pronunciation of "s" endings: /ɪz/, /s/, /z/
	<ul style="list-style-type: none"> Narrating past events, experiences and childhood memories Describing life and lifestyles (past and present) Comparing life and lifestyles (past and present) Devising and selecting relevant interview questions Conducting an interview 	<ul style="list-style-type: none"> The past simple tense (review) The past simple tense (with regular and irregular verbs) The past simple tense with "ago" Time marker: "ago" Asking questions using: "How long ago ...?" The semi-modal: "used to" Frequency adverbs "made of" – "made in" 	<ul style="list-style-type: none"> Pronunciation of the vowel sounds: /u:/ and /ʊ/ Pronunciation of the vowel sounds: /ɜ:/ and /ə/ Pronunciation of the vowel sounds: /æ/, /ɔ/ and /e/ Silent letters: "w" and "q"
Sequence 3 Me and the scientific world	<ul style="list-style-type: none"> Narrating Describing Organising/sequencing biographical information in chronological order Selecting relevant biographical information from one format (ID card) to another (plain text with specific writing rules and mechanics) 	<ul style="list-style-type: none"> The past continuous tense Contracted/short forms of "be" in the past The past continuous and simultaneous actions Sentence connector: "while" Spelling rules: "V-ing" Requests with: "can" and "may" Relative clauses: the relative pronouns ("who" and "which") 	<ul style="list-style-type: none"> Pronunciation of the consonant sounds: /f/ and /v/
	<ul style="list-style-type: none"> Expressing obligation Expressing prohibition Making recommendations Comparing and evaluating 	<ul style="list-style-type: none"> "must" (strong obligation) "mustn't" (prohibition) "should" (mild obligation) The imperative The present perfect tense The present perfect tense with: "for" and "since" Asking questions with: "How long ...?" The comparative of superiority (short and long adjectives) Discourse connectors: "as", "because", "so", "therefore" 	<ul style="list-style-type: none"> Pronunciation of the consonant sounds: /ʒ/ and /dʒ/ Silent letters: "k", "w", "j", "q" Intonation in questions
Sequence 4 Me and my environment			

MY COURSEBOOK PRESENTATION

MY FIRST TERM PROJECT		10
Sequence 1 Me, my abilities, my interests and my personality	I listen and do.	11
	I pronounce.	19
	My grammar tools	21
	I practise.	24
	I read and do.	30
	I learn to integrate.	37
	I think and write.	39
	Now, I can	41
	I play and enjoy.	42
	I read for pleasure.	43

MY SECOND TERM PROJECT		46
Sequence 2 Me and lifestyles	I listen and do.	48
	I pronounce.	60
	My grammar tools	63
	I practise.	66
	I read and do.	73
	I learn to integrate.	75
	I think and write.	77
	Now, I can	80
	I play and enjoy.	81
	I read for pleasure.	82



Sequence 3

Me and the scientific world



I listen and do.	84
I pronounce.	92
My grammar tools	93
I practise.	95
I read and do.	99
I learn to integrate.	103
I think and write.	106
Now, I can	108
I play and enjoy.	109
I read for pleasure.	110

MY THIRD TERM PROJECT

112

Sequence 4

Me and my environment



I listen and do.	113
I pronounce.	127
My grammar tools	129
I practise.	133
I read and do.	139
I learn to integrate.	141
I think and write.	143
Now, I can	144
I play and enjoy.	145
I read for pleasure.	146

My Second Basic Irregular Verb List

147

My Trilingual Glossary

148

I learn to integrate.

I learn to integrate

Task 1

Our school has decided to become a member of the International Eco-School Programme. Therefore, I am going to write a list of ten eco-projects that should be carried out by my class and school as well as "Green Charter". The school has agreed that a document may have all the lessons and projects we will do in the planning of the environment. Now, I will give the presentation of an eco-project and its plan to my class.

1. To write a plan for an eco-project, I need to list in the following information in the following table:

NAME OF THE PROJECT	GOALS	ACTIVITIES
1. To reduce the use of plastic bags and paper products in the school and at home.	1. Reducing the use of plastic bags and paper products in the school and at home.	1. Reducing the use of plastic bags and paper products in the school and at home.
2. To reduce the use of water in the school and at home.	2. Reducing the use of water in the school and at home.	2. Reducing the use of water in the school and at home.
3. To reduce the use of electricity in the school and at home.	3. Reducing the use of electricity in the school and at home.	3. Reducing the use of electricity in the school and at home.
4. To reduce the use of fossil fuels in the school and at home.	4. Reducing the use of fossil fuels in the school and at home.	4. Reducing the use of fossil fuels in the school and at home.

I think and write.

I think and write

Task 1

My school is organizing an eco-project during the week of the Earth Day. I have decided to design an eco-project about a threatened species named (Giant Panda) in the school. I have decided to design an eco-project about a threatened species named (Giant Panda) in the school. I have decided to design an eco-project about a threatened species named (Giant Panda) in the school.

1. I need the following information to write my text about the Giant Panda and the list of the things I am going to do:

GOALS

1. To reduce the use of plastic bags and paper products in the school and at home.

ACTIVITIES

1. Reducing the use of plastic bags and paper products in the school and at home.

2. Reducing the use of water in the school and at home.

3. Reducing the use of electricity in the school and at home.

4. Reducing the use of fossil fuels in the school and at home.

2. I need to list the information from my text about the Giant Panda and the list of the things I am going to do:

3. I need to list the information from my text about the Giant Panda and the list of the things I am going to do:

Now, I can

Now I can

Task 1

1. To write a plan for an eco-project, I need to list in the following information in the following table:

2. To write a plan for an eco-project, I need to list in the following information in the following table:

3. To write a plan for an eco-project, I need to list in the following information in the following table:

4. To write a plan for an eco-project, I need to list in the following information in the following table:

5. To write a plan for an eco-project, I need to list in the following information in the following table:

6. To write a plan for an eco-project, I need to list in the following information in the following table:

7. To write a plan for an eco-project, I need to list in the following information in the following table:

8. To write a plan for an eco-project, I need to list in the following information in the following table:

9. To write a plan for an eco-project, I need to list in the following information in the following table:

10. To write a plan for an eco-project, I need to list in the following information in the following table:

I play and enjoy.

I play and enjoy

Task 1

1. To write a plan for an eco-project, I need to list in the following information in the following table:

2. To write a plan for an eco-project, I need to list in the following information in the following table:

3. To write a plan for an eco-project, I need to list in the following information in the following table:

4. To write a plan for an eco-project, I need to list in the following information in the following table:

5. To write a plan for an eco-project, I need to list in the following information in the following table:

6. To write a plan for an eco-project, I need to list in the following information in the following table:

7. To write a plan for an eco-project, I need to list in the following information in the following table:

8. To write a plan for an eco-project, I need to list in the following information in the following table:

9. To write a plan for an eco-project, I need to list in the following information in the following table:

10. To write a plan for an eco-project, I need to list in the following information in the following table:

I read for pleasure.

I read and do

Task 1

1. To write a plan for an eco-project, I need to list in the following information in the following table:

2. To write a plan for an eco-project, I need to list in the following information in the following table:

3. To write a plan for an eco-project, I need to list in the following information in the following table:

4. To write a plan for an eco-project, I need to list in the following information in the following table:

5. To write a plan for an eco-project, I need to list in the following information in the following table:

6. To write a plan for an eco-project, I need to list in the following information in the following table:

7. To write a plan for an eco-project, I need to list in the following information in the following table:

8. To write a plan for an eco-project, I need to list in the following information in the following table:

9. To write a plan for an eco-project, I need to list in the following information in the following table:

10. To write a plan for an eco-project, I need to list in the following information in the following table:

SEQUENCE

1

ME, MY ABILITIES,
MY INTERESTS AND
MY PERSONALITY



Yes, I can!



MY FIRST TERM PROJECT

Intangible Cultural Heritage of Humanity (UNESCO)

In the region where we live there is an old musical genre (or a traditional musical instrument, or popular songs or dances), or a traditional craft (pottery, carpet weaving, jewellery, etc.) which is dying.

My partners and I decide to write a short article (with photos) and send it to the press to raise people's awareness of the importance to preserve this part of our cultural and national heritage.

I WORK WITH MY PARTNERS

A – To start off

1. We select either our teacher's topic or ours.
2. We select the materials.
3. We agree on the role of each member of the group: who should do what?
4. We decide on the duration of the project preparation.
5. We set a deadline.

B – Building the project

1. We write a plan (outline) and list the tools we need.
2. We organise the information.
3. We add visuals (pictures, diagrams, figures, photos).
4. We decide on the format, the illustrations and how to get information (interview, reading, video, online sources).
5. We write our project.
6. We read it and ask for our teacher's help.

C – Presentation

1. We present our project to our classmates and guests (it can be oral or written).
2. We use a poster, brochure, video, etc.
3. We keep it in our school library, post it on the school blog or website.

SEQUENCE 1

ME, MY ABILITIES, MY INTERESTS AND MY PERSONALITY



I listen and do.

Task 1. I listen to each definition and circle the right word.
The first one is given.

a) Sudoku / Manga / Karaoke / Anime

b) Sudoku / Karaoke / Anime

c) Sudoku / Karaoke / Anime

d) Sudoku / Karaoke / Anime



Task 2. I listen again and match each definition with the right picture in task (1).

Task 3. I work with my partner. We compare our answers and correct each other.

Task 4. I listen and fill in the profile.



PROFILE

First Name:ENZO.....

Surname:

Age:

Nationality:

Hometown:

Country:

Interests: Mangas ☐ ☐ Anime

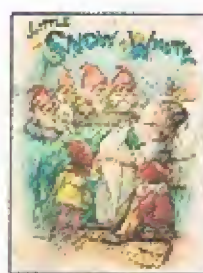
Sudoku ☐ ☐ Teen songs

Karaoke ☐ ☐ Video games

Books about wild animals ☐

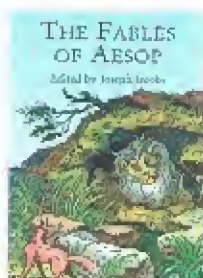
Task 5. I listen again and compare my answers with my partner's.

Task 6. I listen to the interviewer and tick the answer that suits me best.



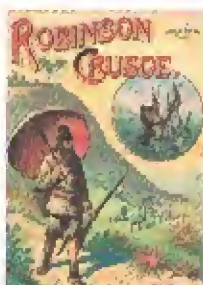
Interviewer:?

- Me: ☐ Mangas ☐ Other comic strips ☐ Books about history
☐ Books about science ☐ Books about animals
☐ Other:



Interviewer:?

- Me: ☐ Always at weekends ☐ Always in the holidays
☐ Always before I sleep ☐ Every day
☐ Other:



Interviewer:?

- Me: ☐ Classical music ☐ Algerian music ☐ Rap
☐ Other: ☐ I never listen to music.

Interviewer:?

- Me: ☐ Chess ☐ Crosswords ☐ Video games
☐ Billiard/Snooker ☐ Other:
☐ I never play games.



Task 7. I listen again to the interviewer and write the questions in task (6).

Task 8. I work with my partner and interview him/her as in the example.

Example: Me: I know you like reading. So, what do you read?

My partner: I read encyclopedias and other books about science and animals.

Me: How often?

My partner: I always read

Task 9. I change roles with my partner and answer his/her questions.

Task 10. I listen to the BBC Radio interview (Part 1) and fill in the first part of each teenager's profile.



PROFILE

1. Personal Information

(Please write in block capitals.)

First Name:

Last Name:

Nationality:

Country:

Age :

Sex : (Please write 'M' for male & 'F' for female)



PROFILE

1. Personal Information

(Please write in block capitals.)

First Name:

Last Name:

Nationality:

Country:

Age :

Sex : (Please write 'M' for male & 'F' for female)



Task 11. I listen again (Part 1) and check my answers.

Task 12. I work with my partner. We discuss our answers and correct each other.

Task 13. I listen to the BBC Radio interview (Part 2) and cross out the wrong information (between brackets) in each teenager's profile.



ADAMOU'S PROFILE

2. Interests

- He's interested in (*plants – animals – birds*).
- He's (*bored of – fond of*) birdwatching.
- He (*never – always*) watches them at weekends.
- He (*can – can't*) watch them for hours.
- He (*always – never*) gets bored.



MARIA'S PROFILE

2. Interests

- She's interested in (*animals – plants – birds*).
- She's keen on (*biology – botany*).
- She (*never – always*) goes for a walk in the mountains on Sundays.
- She (*can – can't*) tell the names of many plants in Quechua, her native language.
- She (*can – can't*) remember all their English names.

Task 14. I listen again to the interview (Part 2). Then, I work with my partner and we correct each other's answers.

Task 15. I listen to the BBC Radio interview (Part 3) and tick the words that best describe each winner's personality.

ADAMOU'S PROFILE

3. Personality Features

He's:

- | | |
|-----------------------------------|------------------------------------|
| <input type="checkbox"/> cool | <input type="checkbox"/> impatient |
| <input type="checkbox"/> smart | <input type="checkbox"/> nervy |
| <input type="checkbox"/> patient | <input type="checkbox"/> relaxed |
| <input type="checkbox"/> sociable | <input type="checkbox"/> shy |



MARIA'S PROFILE

3. Personality Features

She's:

- | | |
|---|----------------------------------|
| <input type="checkbox"/> calm | <input type="checkbox"/> shy |
| <input type="checkbox"/> friendly | <input type="checkbox"/> curious |
| <input type="checkbox"/> unfriendly | <input type="checkbox"/> nervy |
| <input type="checkbox"/> respectful towards nature | |
| <input type="checkbox"/> disrespectful towards nature | |

Task 16. I listen again to the interview (Part 3) and check my answers.

Task 17. I work with a group of partners. We compare our answers and correct each other.

Task 18. I listen to the conversation and fill in each gap with the missing word.



Karim: Tell me, Nadia, do you always your room?

Nadia: Yes, of course! I'm not the type of person at all.

Karim: And do you always get well with your classmates?

Nadia: Sure. I'm very and

Karim: Are you on chess?

Nadia: No, not really. I play such games. I get very quickly.

Task 19. I listen again. I work with my partner and we check our answers.

Task 20. I work with my partner. He/She asks me Karim's questions (in task 18) and I answer. When we finish, we change roles.

Task 21. I listen to the conversation and try to sort it out with the help of my partner. The first exchange is given.

1. Hello! What's up?



2. Not much. I have a maths test on Monday morning.

I think you should get more interested, Ali.



Oh, can you do that for me? Thanks a lot, Karima.

Well, you don't seem to be happy about it!



I know I'm not smart but I'm hard-working and perseverant!

Good! So I can help you with your maths over the weekend.



I can't understand maths. I always feel bored in class.

Task 22. I listen again and check the answers with my partner. Then, we act out the conversation and change roles.

MY PRONUNCIATION TOOLS

1. Pronunciation of “can / can’t”

a. I listen and repeat.

/ə/ ➔ arithmetic – flamingo – Peru – sociable – never – manga

/æ/ ➔ Africa – Andes – maths – fan – personality – Algeria

/ɑ:/ ➔ art – answer – plant – classmate – far – hard-working

b. I listen and repeat.



– Can /kən/ you play the piano?

– Yes, I can. /kən/

I can /kən/ play the piano.

– No, I can’t. /kɑ:nt/

I can’t /kɑ:nt/ play the piano.

- ➔ “can” is pronounced /kən/ in questions and in the middle of statements.
/kən/ is a weak form of “can”.
- ➔ “can” is pronounced /kæn/ at the end of a short answer to a yes/no question.
/kæn/ is a strong form of “can”.
- ➔ “can’t” is pronounced /kɑ:nt/ in British English.
/kɑ:nt/ is a strong form. It has no weak form.

2. Pronunciation of "s" endings in plural nouns and present simple verbs (3rd person singular: he, she, it).

I listen and repeat.

/ɪz/ ➔ classes – quizzes – washes – garages – watches – cages

/s/ ➔ apps – ornithologists – interests – storks – roofs – maths

/z/ ➔ birds – believes – puzzles – phones – trees – flamingos
mangas – things – plays – games – clothes – sudokus



➔ "s" is pronounced /ɪz/ after the following sounds: /s-z-ʃ-ʒ-ɪʃ-dʒ/
(or the following alphabet letters: s, ss, x, ce, sh, ch, ge).

➔ "s" is pronounced /s/ after the following sounds: /p-t-k-l-θ/.

➔ "s" is pronounced /z/ after the following sounds:
/b-d-g-v-ð-l-m-n-ŋ-r/ + all vowels and diphthongs.



I pronounce.

Task 1. I listen and tick the correct pronunciation of the words in bold.

– I **can't** do my homework. I'm not good at geography.

☐ /kɑːnt/

☐ /kɑːnt/

– This is an interesting website. You **can** download many apps and exciting games.

☐ /kæn/

☐ /kæn/

– **Can** you play a musical instrument?

☐ /kæn/

☐ /kæn/

– Yes, I **can**.

☐ /kæn/

☐ /kæn/

– No, I **can't**.

☐ /kənt/

☐ /kɑːnt/

Task 2. I listen again. Then, I read “My Pronunciation Tools (1)” with my partner and we correct each other's answers in task (1).

Task 3. I listen and repeat the questions.

Task 4. I listen again and write the questions.

Question 1: *What*?

Question 2:?

Question 3:??

Task 5. I listen again and write my answers to the questions in task (4).

Answer 1: *I can*

Answer 2:

Answer 3:

Task 6. I work with my partner and we act out the dialogue. We correct each other's pronunciation and change roles.

Task 7. I listen and tick the right pronunciation of the “s” ending in each word.

1.	/ɪz/	/s/	/z/	2.	/ɪz/	/s/	/z/
profiles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	emails	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
webpages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tablets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	video clips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
fans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	downloads	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
pianos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	features	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
smartphones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	botanists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
months	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	prizes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
places	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	mountains	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Task 8. I work with my partner. We read again “My Pronunciation Tools (2)” and correct each other’s answers in task (7). Then, I read aloud all the words in lists (1 and 2).

Task 9. I listen and match each word with the corresponding pronunciation of its “s” ending.

personalities

carries

abilities

prizes

studies

cities

cries

countries

activities

technologies

Task 10. I listen again and check my answers in task (9).

Task 11. I work with a group of partners. We read again “My Pronunciation Tools (2)” and correct each other’s answers.

MY GRAMMAR TOOLS

1. Talking about what I can or can't do (my abilities or inabilities)

- To talk about the things I (or another person) can do (abilities),
I use: "can + V (stem/base)".
eg: Adamou can watch birds for hours.
- To talk about the things I (or another person) can't do (inabilities),
I use: "can't + V (stem/base)".
eg: Enzo can't play sudoku.

- To ask and answer questions about abilities or inabilities, I use:
 - Question: "Can + subject + V (stem/base) +?"
 - Positive answer: "Yes + (,) + pronoun subject + can."
 - Negative answer: "No + (,) + pronoun subject + can't."eg: **Can** migratory birds **fly** hundreds of kilometres a day?
 - Yes, they **can**.
 - No, they **can't**.

Yes, I can!



No, I can't ...

- "can't" is the contracted or short form for "cannot".
- The apostrophe (') in the negative modal auxiliary "can't" replaces the letter "o" in the negative word "not".
- This apostrophe also replaces the same letter "o" in other negative auxiliaries.
eg: isn't / aren't / wasn't / weren't – don't / doesn't / didn't – mustn't won't.
- This apostrophe can also replace other deleted (unpronounced) letters.
eg: I'm – he's / she's / it's – we're / you're / they're – I'll / he'll, etc.

2. Talking about what I (don't) like or what I'm (not) interested in (my interests)

- ➔ To talk about the things I (don't) like or I'm (not) interested in, I can say:
 - “I'm (not) a fan of
 - “I'm (not) fond of
 - “I'm (not) interested in
 - “I'm (not) keen on

eg: Enzo isn't a real fan of Sudoku.

Adamou's fond of birdwatching.

Maria's interested in all kinds of plants, flowers and trees.

She's very keen on botany.

- ➔ To ask other people about their interests, I can say:
 - “What are you interested in?”
 - “What are your interests?”
 - “What are you most interested in?”
 - “What do you like most?”

- ➔ To talk about interests or personality, I can also use frequency adverbs like: “always” or “never”:
- ➔ We use these adverbs to describe how frequently we do an activity or to say how often things happen.
- ➔ “Always” and “never” are antonyms (opposites).
- ➔ To ask about the frequency of an activity, I use the question words:

“How often.....?”

eg: – How often does Enzo read mangas?

– He always reads them in his free time.

Birdwatchers are very patient. They never get bored.

- ➔ I write the frequency adverb **after** “to be”.
- ➔ I write the frequency adverb **before** the other verbs.
 - eg: Maria **is** *always* respectful towards nature.
 - Adamou *never* **gets** bored of watching birds.

1 Talking about my personality (what kind of person I am)

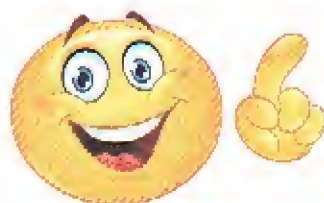
- To talk about or describe my (or someone else's) personality features or traits, I can use the following adjectives:

– cool	– patient	– shy
– calm	– nervy	– tidy
– sociable	– friendly	– smart
– respectful	– messy	– outgoing
– hard-working	– perseverant	– lazy

eg: Enzo can't understand Sudoku. He isn't very smart.
Adamou's a cool boy. He's not nervy at all.
Maria and Adamou are respectful towards nature.
Nadia isn't messy. She's tidy and organised.
She's also friendly and outgoing.

- To ask about people's personality, I can say:
 - “What kind of person are you?”
 - “What type of person are you?”
 - “How would you describe yourself?”
 - “Can you tell me more about your personality?”

eg: How would you describe yourself, Maria?
– Hmm ... I think I'm like Adamou. I'm very calm.



- Some of the adjectives used to describe personality features form their antonyms (opposites) by adding a prefix.

eg: patient \neq **im**patient respectful \neq **dis**respectful
friendly \neq **un**friendly tidy \neq **un**tidy



I practise.

I'm fond of Algerian music!

Task 1. I use arrows to show the geographical location for each musical instrument. Sometimes, there are many possible locations for the same instrument.



Task 2. I work with a group of partners. We compare our answers and correct each other.

Task 3. I match the name of each category of musical instruments with its corresponding definition.

String instruments •

Wind instruments •

Percussion instruments •

1. Any musical instrument that you play by blowing.
(example: saxophone)
2. Any musical instrument that you play by hitting it with your hands or a stick.
(example: bendir)
3. Any musical instrument with (a) tightly stretched piece(s) of wire (usually nylon) that produce(s) a musical note when the instrument is played.
(example: violin)

Task 4. I classify the following musical instruments in the table:
gambri; bagpipe; tambourine; darbouka; guitar; oud; qanun; imzad; flute.

Wind instruments	String instruments	Percussion instruments
.....
.....
.....
.....
.....

Task 5. I work with my partner. We compare our answers in tasks (3 and 4) and correct each other.

Task 6. I underline the correct name of each musician. There are many possible answers.



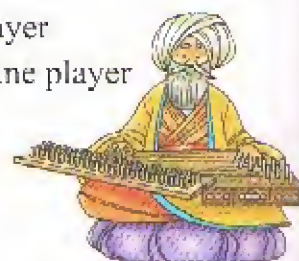
INSTRUMENT

oud
flute
bagpipe
gembri
qanun
drum(s)
imzad
karkabou
tambourine



MUSICIAN

oudist – oud player
flutist – flautist – fluter
bagpipist – bagpiper – piper
gembrer – gembrist – gembri player
qanun player – qanunist
drummist – drummer
imzader – imzad player
karkaber – karkabou player
tambourinist – tambourine player



Task 7. I follow the example given below and I ask my partner about his/her interest in music.

Example:

- Me: What kind of music are you interested in?
- My partner: I'm
- Me: Can you play a musical instrument?
- My partner:
- Me: What kind of instruments do you like?
- My partner: Well,

*music is poetry
with
personality*

Task 8. I change roles with my partner and I answer his/her questions. When we finish, we correct each other and I write the dialogue using my answers.

I'm interested in nature!

Task 9. I complete with "always" or "never".

- She loves hiking. She goes for a long walk in the countryside on Friday afternoon.
- Many people are fond of whales. They hire boats and go whalewatching when the weather is fine.
- A botanist carries a magnifying glass to look closely at small plants and flowers.
- Some picnickers don't respect nature. They collect their litter before they leave.
- My grandparents come to visit us in town. They're at their farm. They enjoy their quiet, peaceful country life so much!

Task 10. I work with my partner and we correct the mistakes in the email.

This message has not been sent.

Send	To...	karim&nadia@XYmail.com
	Cc...	
Account ▾	Subject:	re: interests



Dear Karim, Dear Nadia,

You asked me about my interests. Well, nature always is number one on the list of my interests! I go always to the ancient Inca city of Machu Picchu (a UNESCO World Heritage Site) at weekends with my classmates. The Andes are superb in spring! There are flowers everywhere. We have picnics always at this time of the year but in winter it's cold always. So, I get never far from my village.

How about the place where you two live? Are there mountains? Do you go hiking? Please, find attached a picture of Machu Picchu.

Love,

Maria

poetry
city

I'm interested in people!

Task 11. I read "My Grammar Tools 3" and match the synonyms.



smart
timid
perseverant
sociable

patient
outgoing
intelligent
shy



Task 12. I read "My Grammar Tools 3" and match the antonyms.



nervy
curious
outgoing
messy

indifferent
tidy
cool
shy



Task 13. I write three sentences about myself using three adjectives from tasks (11 and 12).

1. I think I'm
2. My friends say I'm
3.

Task 14. I work with my partner. I ask him/her to fill in the questionnaire in order to know more about his/her personality.

QUESTIONNAIRE

1. Can you wait for an hour at the dentist's?
☐ Yes, I ☐ No, I
2. Are you interested in meeting new people and talking to them?
☐ Yes, I ☐ No, I
3. Do you get angry easily?
☐ Yes, I ☐ No, I
4. Do you always try to find a solution to a difficult problem?
☐ Yes, I ☐ No, I
5. Will you pick flowers in a park or a public garden?
☐ Yes, I ☐ No, I
6. Is your room always tidy?
☐ Yes, it ☐ No, it
7. Do you always get on time to school?
☐ Yes, I ☐ No, I

Task 15. I interpret the questionnaire: I select from the box below the adjectives that best describe my partner's personality according to his/her answers.

- | | |
|--|---|
| Question 1. patient – impatient | 2. sociable – friendly – unfriendly |
| 3. cool – calm – nervy | 4. perseverant – impatient – patient |
| 5. respectful – disrespectful towards the environment | |
| 6. tidy – messy | 7. punctual – careless |

Task 16. I write four sentences to describe my partner's personality. I can start like this:

- My partner can be very patient/impatient.
- He/She has an outgoing personality. (or: He/She's a sociable person.)



I read and do.

Task 1. I read text (1) and fill in the bibliographical notes.

A Little Prince



(...) This little prince was awarded the first prize of the Arab Reading Challenge competition by a great prince, the Emir of Dubai (...)

Our little prince's name is Mohamed Farah Djeloud, who managed to stand out from the 3.5 million candidates after being listed among the 240 finalists in Dubai. With much encouragement from his modest family, the seven-year-old Algerian champion read some 50 books and even wrote a small one!

He was offered a \$150,000 cheque to finance his higher education in the presence of the Algerian Minister of Education at Dubai Opera (...)

Ferhani Ameziane,
"Le Petit Prince", El Watan 5 Nov. 2016.
(Adapted translation from French)

Task 3. I read text (1) again and fill in the reading notes (Part B).

Reading Notes Part (B)

Total number of participants:

Number of finalists:

Number of books read:

Bibliographical Notes

- Title:
- Author:
- Source:
- Date of publication:
- Type of document:
 - ☐ web article
 - ☐ excerpt from a book
 - ☐ press article

Task 2. I read text (1) again and fill in the reading notes (Part A).

Reading Notes Part (A)

Name of the great prince:

Name of the little prince:

His age:

His nationality:

Prize:

Name of competition:

Place of competition:

Task 4. I work with my partner. We discuss and correct our answers (tasks 1, 2, 3).

Task 5. I read text (2) and fill in the bibliographical notes.

Bibliographical Notes

- Title:
- Author:
- Source:
- Date of twittering:
- Type of document:
 - ☐ blog article
 - ☐ transcript
 - ☐ web article

Mohamed Farah's Speech at the Arab Reading Challenge Award Ceremony in Dubai

"I read so that I can learn. I'm a pupil who is very keen on reading because reading is necessary for my mind, just like the food I eat, or the water I drink, or the air I breathe. Reading is the mind's food. It is a religious obligation, not just an extra, superficial activity as the writer Abbas Mahmud al-Aqqad once said.

Reading is a criterion for evaluating nations. The Greek philosopher Aristotle was once asked: "How can you evaluate a man?" He replied, "I ask him about what he reads and how many books he can read."

What makes me interested in reading is a sacred dream, one that can't be fulfilled without reading. My dream is to become a great scholar, like Sheikh Abdulhamid ibn Badis." (...)

Source for video: Dubai Media Office
24 Oct. 2016
(Translated from Arabic)
<https://twitter.com/DXBMediaOffice>

Task 6. I read Mohamed's speech again and tick the correct answers.

I fill

1. What is Mohamed's main interest?

- ☐ Philosophy ☐ Writing
- ☐ Reading ☐ Music

2. Mohamed compares this interest to:

- ☐ the books he reads.
- ☐ the air he breathes.
- ☐ the food he eats.
- ☐ the water he drinks.

3. According to Mohamed's opinion, this interest can help us:

- ☐ to relax. ☐ to learn. ☐ to evaluate persons. ☐ to evaluate nations.

4. What is Mohamed's dream? Is it to become:

- ☐ a philosopher? ☐ a scholar? ☐ a teacher?

5. What can make Mohamed's dream come true?

- ☐ Travelling ☐ Dreaming ☐ Reading

Task 7. I work with my partner. We compare and correct each other's answers (tasks 5 and 6).

2, 3).

Task 8. I read text (3) and fill in the bibliographical notes.

SOCIETY

Reading can lead to an intellectual revolution in the Arab World, judge says.



Published: 18:19 October 24, 2016
Jumana Khamis, Staff Reporter

Dubai: (...) The second-grader, who travelled over 30 hours to attend the closing ceremony, told *Gulf News* he is very happy to have won the competition and is very grateful to his parents who encouraged him to read.

(...) Reading 50 books for the competition, Jalood said his favourite book is an Arabic book called *The Cave Man and the Stone Age*.

(...) "It's a dream, it's a dream," said Jalood's father when asked about his son's accomplishment. "Mohammad has always been so smart and quick to understand and analyse books. He is quite active and has an imagination that he develops through reading. He's also very much into karate," said the proud dad.

(...) Palestinian teacher Hanan Al Hroub (...) attended the award ceremony as a judge (...) "Reading books expands children's thinking, their ability and knowledge. When you read, you have knowledge, you are strong, and you can do more," she said.

Bibliographical Notes

- Title:
- Author:
- Source:
- Posted on:
- Type of document:
 - ☐ magazine article
 - ☐ newspaper article
 - ☐ web article

Adapted from:
<http://gulfnnews.com>

Task 9. I read text (3) again and answer the questions.

1. What grade is Mohamed?

.....

2. Who made him interested in reading?

.....

3. What is his favourite book? Can you translate the title in Arabic?

.....

4. Tick the qualifiers (adjectives) used by the father to describe his son's personality.

- | | | |
|--------------------------------------|--------------------------------|---------------------------------|
| <input type="checkbox"/> smart | <input type="checkbox"/> messy | <input type="checkbox"/> active |
| <input type="checkbox"/> imaginative | <input type="checkbox"/> lazy | <input type="checkbox"/> cool |

5. Mohamed is also interested in another activity. What is it?

.....

Task 10. I read text (3) again and answer by "true" or "false".

According to Mohamed's father and the Palestinian judge Hanan Al Hroub, reading books:

- | | |
|---|-------|
| 1. can encourage children to do more. | ..... |
| 2. can make children have fun. | ..... |
| 3. can enrich children's knowledge. | ..... |
| 4. can make children feel strong. | ..... |
| 5. can develop children's thinking. | ..... |
| 6. can enhance children's abilities. | ..... |
| 7. can develop children's imagination. | ..... |
| 8. can help children to analyse and understand. | ..... |

Task 11. I work with a group of partners. We discuss and compare our answers (tasks 8, 9, 10). Then, we correct each other.



Task 12. I read text (4) and fill in the bibliographical notes.



Bibliographical Notes

- Main title:
- Subtitle:
- Original title:
- Author:
- Source:
- Type of document:
 - ☐ press article
 - ☐ excerpt from a book
 - ☐ web article

Save the Imzad The Last Four Imzad Players

"The imzad is for the Tuareg what the soul is for the body," said Houdj Moussa Akhamok in 2003 when he offered me an imzad.

Imzad is a one-string fiddle or violin played with a bow. Because of modern life the imzad, and all the culture that goes with it, is dying. Only a few old ladies who can play this ancestral instrument are still alive. They are dreaming of transmitting their knowledge to the whole world. (...)

Tuareg culture can continue to exist thanks to these women's perseverance (...) The "Save the Imzad" association aims at contributing to the preservation of the imzad as an expression of culture and identity.

Farida Sellal,
"Les 4 dernières joueuses d'imzad",
(Adapted translation from French)
www.imzadanzad.com

Task 13. I read text (4) again and answer the questions.

1. What is an imzad?
2. Why are the imzad and its culture dying?
3. Are there many old women who can play the imzad today?
4. What is these old women's dream?
5. How can Tuareg culture continue to exist?
6. What is the aim of "Save the Imzad" association?
7. For Mohamed Farah, reading is "the mind's food". What is the imzad for the Tuareg?
8. Can Tuareg men play the imzad?



Task 14. I work with a group of partners. We discuss and compare our answers (tasks 12 and 13). Then, we correct each other.

Task 15. I read text (5) and fill in the bibliographical notes.

Dar Imzad

A Home for Ancestral Culture
(founded in Jan. 2004)

There are three schools that provide training in imzad in Algeria: Tamanrasset, Idles and Tin-Tarabine (more than 100km north and east of Tamanrasset, respectively).

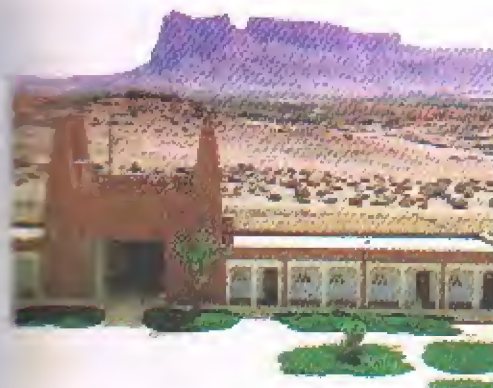
Dar Imzad in Tamanrasset hosts a school where young Tuareg girls can learn how to play the imzad. The last old imzad lady players are their teachers.

It also hosts workshops where these Tuareg girls can make their own imzad thanks to other old Tuareg ladies, who teach them how to do it.

The young students are also trained by other teachers in Tifinagh (Tuareg Alphabet), traditional culture and imzad songs and poetry. They can also learn how to use the computer.

Dar Imzad provides a recording studio where Tuareg music, both traditional and modern, is recorded.

Translated from French
Materials adapted & collected from:
www.imzadanzad.com



Dar Imzad in Tamanrasset

Bibliographical Notes

- Main title:
- Subtitle:
- Author:
- Source:
- Original language:.....
- Type of document:
 - ☐ press article
 - ☐ transcript
 - ☐ web article

Task 16. I read text (5) again and correct the wrong reading notes.

Reading Notes

1. Tin-Tarabine is located north of Tamanrasset and Idles south of it.
2. Dar Imzad in Tamanrasset consists of 3 schools and workshops.
3. In Dar Imzad, young Tuareg girls learn only how to play and make the imzad.
4. Tuareg have their own alphabet, called Tifinagh.
5. Tuareg have special imzad songs and poems.

Task 17. I work with my partner. We compare our answers (tasks 15, 16) and we correct each other.

Task 18. I read text (5) again and match each caption with its corresponding photo. Then, I work with my partner and we check each other's captions.



1. Alamine Khoulen: one of the last imzad players & teachers at Dar Imzad (Tamanrasset)



2. Poet Boukiyass & last Tuareg flutist Barka



3. Imzad class: students at Dar Imzad (Tamanrasset)



4. Tifinagh class at Dar Imzad (Tamanrasset)

5. Computer class at Dar Imzad (Tamanrasset)

6. Imzad workshop at Dar Imzad (Tamanrasset): painting the imzad skin with natural colours



8. Chtima Bouzid: one of the last imzad teachers at Tin-Tarabine's school

7. Biyat Edaber: one of the last imzad teachers at Idles's school



I learn to integrate.

Task:

The editor of my school magazine asked me to write an article about Mohamed Farah Djeloud. I decided to present his profile in order to make all my schoolmates see what a 2nd-year primary school pupil can do. I want to make them understand that reading is important and necessary for the development of individuals and nations.

To write Mohamed's profile, I need to fill in the missing information in the following table:

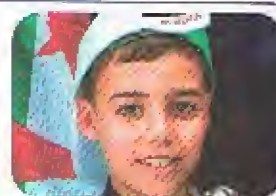
KNOWLEDGE	SKILLS	ATTITUDES
<ul style="list-style-type: none"> ■ Structural lexis related to abilities and inabilities ■ Lexis related to personal information or identification ■ Lexis related to personal interests (likes and dislikes) ■ Lexis related to personality features ■ Present simple tense ■ Adverbs to determine the frequency of activities related to interests and personality 	<ul style="list-style-type: none"> ■ Expressing abilities and inabilities ■ Describing personal interests ■ Describing personality features 	<ul style="list-style-type: none"> ■ Valuing knowledge and learning in general ■ Valuing reading and thinking in particular ■ Identifying with other persons' positive personality features (friends, parents, teachers, famous scientists and scholars, etc.) ■ Sharing an outstanding person's dream, ambition, career project (in science and technologies, music, academic research, Arts, literature, etc.)

2. To write Mohamed's profile, the following layout and my previous reading notes (texts 1, 2, 3) will also help me.

Layout	
1. TITLE	Photo
2. Subtitle	
3. Paragraph 1: Mohamed's personal information	
4. Paragraph 2: Mohamed's interests	
5. Paragraph 3: Mohamed's personality	
6. Conclusion	
7. I sign my name as the author of the article.	

3. Now, I can write my article for our school magazine.

Mohamed Farah Djeloud
An Algerian Prodigy



Mohamed Farah Djeloud is

Mohamed's main interest..... He is also keen on

Mohamed is a

In conclusion, reading can

Reading Notes

3. Paragraph 1: Mohamed's full name, age, grade, etc.

4. Paragraph 2: How did he start reading? Who encouraged him? What does reading mean to him? What's his favourite book? How many books did he read and summarize for the competition? Does he have any other interest?

5. Paragraph 3: What kind of person is Mohamed? How does his father describe him? What is his dream, his ambition? How is this dream related to reading and also to his personality?

6. Conclusion: I explain the importance and the necessity of reading (I remember the Palestinian teacher Hanan Al Hroub's comments). How can reading help persons and nations?

4. I work with my partner. We exchange ideas and improve our articles.



I think and write.

Task 1:

My school is going to participate in an international competition in Dubai for the best Arab Reading Challenge Poster. The winning poster will be awarded a \$50,000 prize and will be published by all Arab media (Arab newspapers, magazines, press agencies and news websites).

I need the following information for my poster:

The Arab Reading Challenge in Figures

- Mohamed was selected among 610,000 candidates in Algeria.
- He was selected for the finals with 17 other candidates from 15 Arab countries (UAE, Saudi Arabia, Egypt, Oman, Bahrain, Kuwait, Qatar, Lebanon, Jordan, Palestine, Tunisia, Sudan, Morocco, Algeria and Mauritania), and other ones as well.
- For the competition, Farah read and summarized books about Arab literature, history, biographies and others.
- The competition gathered 54 nationalities representing 30,000 schools in 21 countries.
- The aim of the competition is to encourage the culture of reading in young generations.

I also need the information from my reading notes (texts 1, 2, 3).

I can now make my poster.

The Arab Reading Challenge in Figures

- Pre-selection
 - Total number of candidates in Algeria:
 - Total number of participating schools:
 - Total number of participating countries:
 - Total number of participating nationalities:
- Semi-finals
 - Number of participating candidates in Dubai:
- Finals
 - Number of participating candidates in Dubai:
- Books
 - Number of books read by finalists:
 - Reading topics:
 - Reading task:
- Aim of competition:

I work with my partner. We exchange ideas and improve our posters.

Task 2:

In the region where I live there is an old musical genre (or a traditional musical instrument, or popular songs or dances), or a traditional craft (pottery, carpets weaving, jewellery, etc.) which is dying. This represents my regional culture which is part of my Algerian national culture.

With a group of friends, I decide to found an association and make a poster to suggest the building of a "Dar" (like "Dar Imzad"). The poster will be published on the internet (social network pages, etc.) and also sent to the UNESCO to make this traditional culture part of the "Intangible Cultural Heritage of Humanity" (I read text 1 in "I read for pleasure" to know more about this heritage).

1. I work with a group of partners and we choose a musical genre, instrument, craft (etc.) which needs to be preserved.

2. We need the following items for our poster:

- a logo for our association (see the logo for the "Save the Imzad" association, "I read and do" task (13)).
- a slogan for our poster (eg: "...X.. is dying! We must save it!").

3. I read again text (5) about "Dar Imzad" and start making my poster. I follow the layout below. I use my answers to the questions to write my paragraphs.

"Dar" A Home for Ancestral Culture

Logo

- Paragraph 1
 - What is the aim of this Dar?
 - What is the cultural item (music, craft, etc.) I want to save?
I describe / define it.
- Paragraph 2
 - What can young students learn in this Dar? (subjects, workshops, activities)
 - Who are the teachers?
- Paragraph 3
 - What other cultural or artistic amenities/activities can the Dar have? (concert hall, library, tourist souvenir shop, museum, etc.)
- Slogan
 - Example:

"We can save our traditional culture!"

4. I work with my partners again. We exchange ideas and suggestions to improve our posters. I also correct their paragraphs.

cal
pet
ich

r to
'on
ake
ead

it,

N



Now, I can

	Yes	Example	No	Support me
I can				
talk about the things I can/can't do.				
ask and answer questions about abilities or disabilities.				
use the weak/strong forms of "can/can't" when I talk about abilities/inabilities.				
talk about my interests (likes/dislikes) using the vocabulary I need.				
ask other people about their interests using the vocabulary I need.				
use frequency adverbs to talk about the frequency of the activities related to my (or other people's) interests.				
describe my personality using different adjectives.				
ask and talk about other people's personalities using different adjectives.				
use the present simple tense to talk about my (or other people's) interests and personality.				
pronounce correctly the "s" endings in the present simple 3rd person singular and plural nouns.				
discriminate and pronounce correctly the vowel sounds (/ə/ - /æ/ - /ɑ:/).				
pronounce correctly the weak and strong forms of "can" and the contracted/short form "can't".				



I play and enjoy.

1. How good is my memory? Can I remember easily?

I read the following list and try to remember it.

My Memory List

1. Name: Tabalehouit Akhamoukh
2. UNESCO: United Nations Educational, Scientific and Cultural Organization
3. Slogan: "Reading is the mind's food".
4. Appellation: Intangible Cultural Heritage of Humanity

2. Let's sing a song!

I Can!

*Can you wiggle your nose? I can.
Can you touch your toes? I can.
Can you blink your eyes? I can.
Can you jump up high? I can.*

*Can you wave your hands above your head,
While your feet dance down below?
Can you do these things that help you grow?*

*Can you hop in place? I can.
Can you make a nice face? I can.
Can you tap your toe? I can.
Can you get down low? I can.*

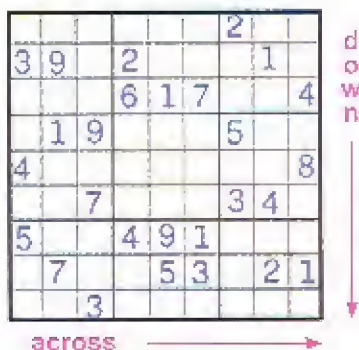
*Can you wave your hands above your head,
While your feet dance down below?
Can you do these things, now sit down slow.
I can!*

Ron Brown

<http://www.songsforteaching.com/intellitunes/ican.htm>

3. Can I play sudoku?

I can use any number from 0 to 9 but I can't repeat the same number in any box or across and down the whole grid (I listen and do, task 1).





I read for pleasure.

1. Wise quotes by wise people

Aristotle (*Greek philosopher 384 BCE – 322 BCE*)

1. "The roots of education are bitter, but the fruit is sweet."
2. "Good habits formed at youth make all the difference."
3. "The educated differ from the uneducated as much as the living from the dead."



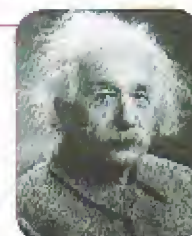
Confucius (*Chinese philosopher 551 BCE – 479 BCE*)

1. "You cannot open a book without learning something."
2. "He who learns but does not think, is lost! He who thinks but does not learn is in great danger."
3. "To know what you know and what you do not know, that is true knowledge."



Albert Einstein (*Famous physicist 1879 – 1955*)

1. "Look deep into nature, and then you will understand everything better."
2. "Education is what remains after one has forgotten what one has learned in school."
3. "The true sign of intelligence is not knowledge but imagination."



2 A poem

Rudyard Kipling (*English writer & poet. Nobel Prize. 1865 – 1936*)

If

If you can wait and not be tired by waiting,
Or, being lied about, don't deal in lies,
Or, being hated, don't give way to hating (...)
If you can dream – and not make dreams your master;
If you can think – and not make thoughts your aim (...)
If you can talk with crowds and keep your virtue,
Or walk with kings – nor lose the common touch (...)
If all men count with you, but none too much (...)
Yours is the Earth and everything that's in it,
And – which is more – you'll be a Man, my son!



Adapted version from:
<http://www.public-domain-poetry.com>

3. **Text 1.** I read the text to understand what "Intangible Cultural Heritage" means. Then, I fill in the reading notes.



United Nations
Educational, Scientific and
Cultural Organization

What is Intangible Cultural Heritage?

(...) Cultural heritage does not end at monuments and collections of objects. It also includes traditions or living expressions inherited from our ancestors and passed on to our descendants, such as **oral traditions, performing arts, social practices, rituals, festive events, knowledge and practices concerning nature and the universe or the knowledge and skills to produce traditional crafts.**

(...) The importance of intangible cultural heritage is not the cultural manifestation itself but rather the wealth of knowledge and skills that is transmitted through it from one generation to the next (...)

Adapted from : <http://www.unesco.org>



Text 2. I read the text to know more about one of the greatest imzad players and teachers. Then, I fill in the reading notes.

Tamanrasset Pays Glowing Tribute to Imzad Player Akhamoukh Tabalehouit

Tamanrasset — A glowing tribute was paid Thursday to the Imzad player Akhamoukh Tabalehouit, the sister of the late Mijaheed Amenokal Hadj Moussa Akhamoukh, during a ceremony held at her home in the capital of Ahaggar, Tamanrasset.

Imzad has been inscribed on the Representative List of the Intangible Cultural Heritage of Humanity of UNESCO (...)

The ninety-year-old woman continues to teach this art to the new generations with a view to preserving it.

Adapted from:
Algeria Press Service, 26 Dec. 2014
<http://www.aps.dz>

Reading Notes Texts 1 and 2

- Title:
- Author:
- Source & date of publication:
- Type of document:
- What can be considered as "Intangible Cultural Heritage"? I make a list of all the items.
- Who is Akhamoukh Tabalehouit?
- Who is her brother?

Text 3. I read the text to know whether I am a gifted child like Mohamed Farah Qeloud. Then, I fill in the reading notes.

Reading Notes Texts 3 and 4

- Title:
- Author:
- Source & date of publication:
- Type of document:
- I list the characteristics of a gifted child that apply to me.
- How many did I find? Am I a gifted child (a prodigy child)?
- Why does al-Hadja Fatma want to learn?
- Why is she called "a perseverant woman" by the author?

Am I a gifted child?

The characteristics of a gifted child:

- *reasons well and learns rapidly*
- *early or avid reader*
- *has a very retentive memory*
- *is extremely curious and can concentrate for long periods on subjects of interest*
- *perseverant in his or her interests*
- *has a wide general knowledge and interest in the world*
- *has an unusual and vivid imagination*
- *concerned with justice and fairness*
- *shows compassion and is morally sensitive*
- *is a keen observer*
- *is highly creative*

A child will not possess all of these characteristics but may possess many of them.

Adapted from:

<http://www.channel4.com>

Text 4. I read the text to understand why a 73-year-old Algerian woman wants to go to school. Then, I fill in the reading notes.



Al-Hadja Fatma on her way to school

Blida – At 73 al-Hadja Fatma can be proud of being a perseverant woman. She went to school and defeated ignorance. She told APS (Algeria Press Service) of her 20-year-old love story with the Arabic language, when she went on the pilgrimage to Mecca: "I felt really sad when an Indonesian woman offered me a copy of the Quran. She didn't know of my inability to read."

Today, al-Hadja is getting ready for her final year primary school exam. She also plans to take the Baccalaureate exam: "I wish time could stop! I would get more degrees." She is now extremely proud to say: "I can read and write!" She is asking illiterate old people to go to IQRA schools to learn how to read and write.

Adapted translation from French
Algeria Press Service. 15 Apr. 2016
<http://www.aps.dz>

MY SECOND TERM PROJECT

1. My Birthplace 100 Years Ago (photo album)

I design a two or three-page photo/postcard/painting album with captions, and narrative and descriptive texts about the place where I live.

2. Teenage Lifestyle around the World (wall display)

I search the Internet to find information about trendy teenage clothes, fashionable hairstyles, games, music, food, etc. in sample countries from different continents. Then, I compare with trends in my country and report the results to my class in the form of a wall display.

I WORK WITH MY PARTNERS

A – To start off

1. We select either our teacher's topic or ours.
2. We select the materials.
3. We agree on the role of each member of the group: who should do what?
4. We decide on the duration of the project preparation.
5. We set a deadline.

B – Building the project

1. We write a plan (outline) and list the tools we need.
2. We organise the information.
3. We add visuals (pictures, diagrams, figures, photos).
4. We decide on the format, the illustrations and how to get information (interview, reading, video, online sources).
5. We write our project.
6. We read it and ask for our teacher's help.

C – Presentation

1. We present our project to our classmates and guests (it can be oral or written).
2. We use a poster, brochure, video, etc.
3. We keep it in our school library, post it on the school blog or website.

SEQUENCE

ME AND LIFESTYLES

2



review

ritten

SEQUENCE 2

ME AND LIFESTYLES



I listen and do.

Task 1. *Jenny, a fourteen-year-old English girl is filming her grandmother Elizabeth and interviewing her for a school project about the old days due on "Grandparents Day".*

I listen to the interview (Part 1) and write "true" or "false" next to each of the following statements:

1. Grandma was born in 1839.
2. The Second World War (WWII) began in 1939.
3. Grandma was born in the south of England.
4. Her parents raised many domestic animals.
5. Grandma's birthplace was a big farmhouse.
6. She shared a room with her two sisters.
7. Grandma's dad shared the farmhouse with his two brothers and three sisters.
8. Jenny has her own room.
9. Grandma's parents had no bathroom.
10. The toilets were inside the house.
11. They used to take a bath once a day.
12. They used a stove for heating and cooking.
13. Jenny rarely takes a shower in the morning.
14. Grandma used to do a lot of domestic chores.

Task 2. *I listen again to the interview (Part 1) and check my answers.*

Task 3. *I listen again to the interview (Part 1) and correct the "false" statements.*



An English farmhouse

Task 4. *I listen again to the interview (Part 1) and check my answers. Then, I work with my partner and we correct each other's answers in tasks (1 and 3).*

Task 5. I answer my partner's questions about my grandparents' old days.

My partner: When and where was your grandmother/grandfather born?

Me:

My partner: How many were they in the family?

Me:

My partner: Can you tell me a little more about the place where he/she lived?

Me:

My partner: Did they have a bathroom?

Me:

My partner: How did they cook their meals?

Me:

My partner: Did they use to help with the housework?

Me:

My partner: How often do you tidy your room?

Me: (I use: "always", "never", "every weekend", "once a week" in my answer.)

Task 6. I change roles with my partner and we act out the dialogue again.

Task 7. I listen to part (2) of the grandmother's interview and number each bubble in the correct order. The first answer is given.

(.....) That sounds reasonable, young lady. This is what I call a healthy diet.



(.....) Porridge at breakfast. Oh, I hated it! And Yorkshire pudding with roast beef on Sundays. Everyday meals consisted of boiled potatoes with gravy, meatballs, kidney pies and brown bread. We had homemade cookies with the afternoon tea. The family used to gather around the table, in the kitchen. Mum used to serve dad first, and then us. We weren't allowed to put our elbows on the table or talk with our mouths full. We didn't have the right to leave the table before the meal was over. No such things as hamburgers or pizza on the table, of course!

(1....) Tell me, grandma, what did you use to eat in those days?

(.....) I don't like fast food, grandma. I sometimes eat a cheeseburger when I go out with friends but I often have a vegetarian meal. You know, salads and rice with vegetables.

Task 8. I listen to part (2) of the interview again and check my answers. Then, I work with my partner and we correct each other.

Task 9. I listen to part (3) of the interview between Jenny and her grandmother, and tick the boxes next to the items of clothing that correspond to each person.

JENNY (PRESENT)

- | | |
|---|------------------------------------|
| <input type="checkbox"/> formal clothes | |
| <input type="checkbox"/> casual clothes | |
| <input type="checkbox"/> leggings | <input type="checkbox"/> jeans |
| <input type="checkbox"/> long dress | <input type="checkbox"/> blouse |
| <input type="checkbox"/> shawl | <input type="checkbox"/> headscarf |
| <input type="checkbox"/> clogs | <input type="checkbox"/> hat |
| <input type="checkbox"/> beret | <input type="checkbox"/> cap |

GRANDMA (PAST)

- | | |
|---|------------------------------------|
| <input type="checkbox"/> formal clothes | |
| <input type="checkbox"/> casual clothes | |
| <input type="checkbox"/> leggings | <input type="checkbox"/> jeans |
| <input type="checkbox"/> long dress | <input type="checkbox"/> blouse |
| <input type="checkbox"/> shawl | <input type="checkbox"/> headscarf |
| <input type="checkbox"/> clogs | <input type="checkbox"/> hat |
| <input type="checkbox"/> beret | <input type="checkbox"/> cap |

Task 10. I listen to part (3) of the interview again and check my answers. Then, I work with my partner and we correct each other.

Task 11. I match each item of clothing mentioned in the interview (Part 3) with its corresponding picture.



Queen Elizabeth II



beret

blouse

shawl

cap

hat

headscarf

clogs



Queen Elizabeth II



Old



Modern

Task 12. I listen to part (4) of the interview between Jenny and her grandmother, and circle only the words in bold that I hear.

Jenny: Did you have (**one – fun**), grandma? What games did you use to play in (**close – those**) days?

Grandma: Well, girls (**amused – used**) to play with rag dolls. They were made (**off – of**) old pieces of cloth and stuffed with wool. We also played (**hide – ride**)-and-see, hopscotch and skipping rope. Boys played with marbles or made their own (**boys – toys**) from wood. Today, you have all this technology to entertain you on your mobile phones, tablets and laptops.

Jenny: You're right, grandma, but I never play video games, for example. I'm not very (**fond – found**) of all this technological entertainment as you call it. I sometimes play board games like scrabble or chess with my friends but I prefer sports and (**looks – books**).

Grandma: Nothing can replace books. You should keep reading all your life, sweetheart. Books (**reach – teach**) you a lot about life.

Task 13. I listen again to part (4) of the interview between Jenny and her grandmother, and check my answers. Then, I work with my partner and we correct each other.

Task 14. I match each game mentioned in the interview (Part 4) with its corresponding picture. Then, I work with my partner and we correct each other.



rag doll

skipping rope

hopscotch

marbles

hide-and-see



Task 15. I answer my partner's questions about my childhood games.

My partner: Did you use to play hide-and-seek when you were a child?

Me:

My partner: Who did you use to play with?

Me:

My partner: What games did girls use to play?

Me:

My partner: What games did boys use to play?

Me:

My partner: What games do you play today?

Me:

My partner: Do you play board games, like "Monopoly" or "Scrabble"?

Me:

My partner: How often do you play games?

Me: (I use: "sometimes", "never", "every weekend", "once a month" in my answer.)

Task 16. I change roles with my partner and we act out the dialogue again.

Task 17. I work with my partner and we match each board game with its corresponding picture. One answer is given.

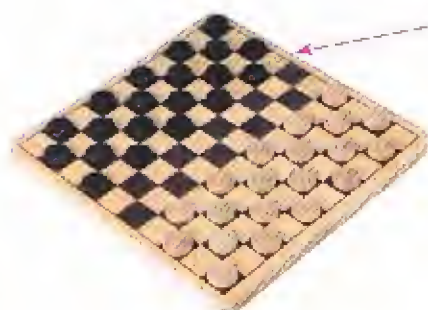


chess

monopoly

draughts
(checkers)

scrabble



Task 18. I listen to part (5) of the interview between Jenny and her grandmother, and tick the boxes next to the school wear items that correspond to each person.

**JENNY'S SCHOOL WEAR
(PRESENT)**

- | | |
|---|---|
| <input type="checkbox"/> black blazer | <input type="checkbox"/> blue blazer |
| <input type="checkbox"/> white skirt | <input type="checkbox"/> black skirt |
| <input type="checkbox"/> black blouse | <input type="checkbox"/> white blouse |
| <input type="checkbox"/> white socks | <input type="checkbox"/> red tie |
| <input type="checkbox"/> brown coat | <input type="checkbox"/> black coat |
| <input type="checkbox"/> black trousers | <input type="checkbox"/> blue trousers |
| <input type="checkbox"/> V-neck jumper | <input type="checkbox"/> crew-neck jumper |

**GRANDMA'S SCHOOL WEAR
(PAST)**

- | | |
|---------------------------------------|--|
| <input type="checkbox"/> blue gymslip | <input type="checkbox"/> black gymslip |
| <input type="checkbox"/> white blouse | <input type="checkbox"/> black blouse |
| <input type="checkbox"/> pinafore | <input type="checkbox"/> blazer |
| <input type="checkbox"/> skirt | <input type="checkbox"/> trousers |
| <input type="checkbox"/> tie | |

Task 19. I listen to part (5) of the interview again and check my answers. Then, work with my partner and we correct each other.

Task 20. I listen to part (5) of the interview again and match each school uniform item with its corresponding picture. One answer is given.



skirt

gymslip

tie

coat

blazer

sock(s)

trousers



V-neck jumper



Task 21. I listen to part (5) of the interview again and check my answers. Then, work with my partner and we correct each other.

Task 22. I listen to part (5) of the interview between Jenny and her grandmother and fill in the gaps with the names of the school wear items I hear.

1

One last question, grandma. What is your best childhood memory?



3

What is a ".....", grandma?

5

Yes, grandma but mine is quite different from yours. It's more like a "blazer-and-tie" uniform style: a black and a white and, and a red Plus, in winter, a V-neck a black and

2

My first day at school. I went to primary school the year WWII ended, seventy years ago. I was about 6 at the time. I put on my new school uniform: a nice black and a white with a nice big collar.



4

It's a dress without sleeves which we used to wear over a some sixty or seventy years ago. So, I was very happy that morning when dad drove me to the village school in his car. I was impatient to learn things, and I learnt a lot at school. I will remember that day for the rest of my life! You're still wearing school uniforms today, Jenny.

Task 23. I listen to part (5) of the interview again and check my answers. Then, work with my partner and we correct each other.

Task 24. I answer my partner's questions about boys' and girls' wear.

My partner: What do boys wear to school in our country?

Me:

My partner: What do girls wear to school in our country?

Me:

My partner: What do boys wear to a wedding in our country?

Me:

My partner: What do girls wear to a wedding in our country?

Me:

My partner: What do you usually wear at weekends?


Me:

My partner: What did you wear on your first day to school?

Me:

Task 25. I change roles with my partner and we act out the dialogue again.

Task 26. I listen to part (6) of the interview between Jenny and her grandmother and reorder the jumbled exchanges.



...

I love you so much, grandma! Give me a hug.

...

Thanks, grandma, for being so patient with me and my questions.

...

I guess they'll always do, grandma.

I don't like cameras but your questions reminded me of the good old days. So, thank YOU, sweetheart.


...

You're right, Jenny. Times will always change.

...

Well, life is not what it used to be. Times change, my little darling.

...



Task 27. I listen again to part (6) of the interview and check my answers. Then, I work with my partner and we correct each other.

Task 28. I use the information in tasks (1, 7, 9, 12, 18 and 22) to complete the interview card about the grandmother's childhood.

Interview Card: Grandma's Childhood

- Date and place of birth:
- Type of dwelling (description of farmhouse):
- Daily routine (bathing, farm work, chores):
- Food (typical dishes):
- Table manners:
- Clothing (everyday and special occasions):
- School uniform:
- Childhood games (boys and girls):
- Childhood memories (description of first day at school):

Task 29. I work with a group of partners. We discuss our answers and correct each other's card.

MY PRONUNCIATION TOOLS

1. Pronunciation of the vowel sounds /u:/ and /ʊ/

a. I listen and repeat.

/u:/ ➔ **ou**d – school – room – afternoon – food – cartoon – **bo**ot – June – fl**u**te
rule – fruit – crew – interview – blue – true – shoe – fl**u** – tw**o**

/ʊ/ ➔ **loo**k – wood – w**oo**l – **coo**k – **boo**k – **coo**kies – childhood – **goo**d
under**stoo**d – **foo**t – **too**k – should – **cou**scous – full – put – push

b. I listen and repeat each pair.

/u:/	/ʊ/
fool	full
pool	pull
food	foot
stool	stood
suit	soot

➔ /u:/ can be spelled “ou” (as in “oud”), “oo” (as in “room”), “u” (as in “June”), “ui” (as in “fruit”), “ew” (as in “view”), “ue” (as in “blue”), “oc” (as in “shoe”), or “wo” (as in “two”).

➔ /ʊ/ can be spelled “ou” (as in “should”), “oo” (as in “foot”) or “u” (as in “put”).

SPECIAL DIFFICULTIES

➤ The spellings “oo” and “u” can be pronounced: /u:/ or /ʊ/.

COMPARE:

– “food” /u:/	and	“foot” /ʊ/
– “flute” /u:/	and	“put” /ʊ/

2. Pronunciation of the vowel sounds /ɜ:/ and /ə/

a. I listen and repeat.

/ɜ:/ ➔ early – heard – learn – girl – birthday – bird – first – skirt – shirt – serve
person – world – work – turn – burn – hurt – prefer – refer

/ə/ ➔ about – again – alone – allowed – ago – potatoes – today – collar
semolina – second – picture – shower – blazer – pizza – camera

b. I listen and repeat each pair.

/ɜ:/	/ə/
diverse	divers
chauffeuse	chauffeur
foreword	forward
dessert	desert
refer	differ



- ➔ /ɜ:/ can be spelled “ea” (as in “early”), “i” (as in “bird”), “e” (as in “person”), “o” (as in “work”) or “u” (as in “turn”).
- ➔ /ɜ:/ is frequent before silent “r” followed by a consonant.
- ➔ /ə/ can be spelled “a” (as in “about”), “o” (as in “today”), “u” (as in “picture”), “e” (as in “blazer”) or “a” (as in “pizza”).
- ➔ /ə/ is considered the most frequent vowel in the English language.

3. Pronunciation of the vowel sounds /æ/, /ʌ/ and /e/

a. I listen and repeat.

/æ/ ➔ actually – and – scrabble – grandma – began – national – casual – hat
cap – family – gather – hamburger – salad – back – have – had – thank

/ʌ/ ➔ uncle – us – mother – London – love – sometimes – come – mum – tub
duck – fun – but – lucky – plus – stuffed – jumper – young

/e/ ➔ every – elbow – then – project – very – chess – never – memory – beret
leggings – vegetarian – breakfast – bread – head – friend – said

b. I listen and repeat each line.

/æ/	/ʌ/	/e/
bat	but	bet
bad	bud	bed
bag	bug	beg
pan	pun	pen
track	truck	trek

➔ /æ/ is usually spelled “a” (as in “hat”).

➔ /ʌ/ is usually spelled “u” (as in “mum”) but it can also be spelled “o” (as in “love”) or “ou” (as in “young”).

➔ /e/ is usually spelled “e” (as in “yes”) but it can also be spelled “ea” (as in “bread”), “ie” (as in “friend”) or “ai” (as in “said”).

Compared to the first spellings, “ie” and “ai” are less frequent.

4. Silent letters: "t" and "w"

1 listen and repeat.

- ➔ **Silent letter "t":** listen – glisten – whistle – castle – fasten – nestle
wrestle – pestle – moisten – beret – ballet – gourmet
- ➔ **Silent letter "w":** wrong – wreck – wretched – write – wrote – written
writer – who – whose – whole – answer – two

- ➔ Final "t" is usually silent in some English words of French origin as in:
"beret; ballet; gourmet; chalet".
- ➔ Initial "w" followed by "r" is usually silent.

SPECIAL DIFFICULTIES

- "t" is sometimes silent in the verb but pronounced in the noun,
adjective or adverb when derived from the same root.

COMPARE:

- "soften" (verb: "t" is silent)
- "soft" (adjective: "t" is pronounced)
- "softly" (adverb: "t" is pronounced)

- Initial "w" followed by "h" can be silent or pronounced.

COMPARE:

- "who"; "whose" (silent)
- "what"; "which"; "when"; "where"; "why" (pronounced)



I pronounce.

Task 1. I listen and tick the correct pronunciation of the letters in bold.

– He's such a **fool** to swim in a **pool** where the water is so **cool**.

☒ /u:/

☐ /ʊ/

– It's **good** to read a **cookery** **book** and learn about **cooking**.

☐ /u:/

☐ /ʊ/

– He **heard** birds chirping in the **fir** tree **early** in the morning.

☐ /ɜ:/

☐ /ɔ/

– She took a lot of pictures of her **grandparents** with her digital camera.

☐ /ɜ:/

☐ /ə/

Task 2. I listen again. Then, I read "My Pronunciation Tools 1 and 2" with my partner and we correct each other's answers.

Task 3. I listen and tick the correct pronunciation of the letters in bold.

1.

/u:/

/ʊ/

tool

☐
☐

glue

☐
☐

shoot

☐
☐

shook

☐
☐

soup

☐
☐

new

☐
☐

flew

☐
☐

bull

☐
☐

2.

/ɜ:/

/ə/

stir

☐
☐

fur

☐
☐

across

☐
☐

above

☐
☐

teacher

☐
☐

urban

☐
☐

rural

☐
☐

actor

☐
☐

Task 4. I listen again and check my answers. Then, I work with my partner and we correct each other.

Task 5. I listen and tick the correct pronunciation of the letters in bold.

3.	/æ/	/ʌ/	/e/
couple	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
apple	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
butter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
better	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
gut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
get	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tab	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tub	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Task 6. I listen again and check my answers. Then, I work with my partner and we correct each other.

Task 7. I listen and write each of the following words in its corresponding column: rag, rug, sack, suck, head, had, sat, said, set, met, mat, mad, dead, dad, bud, red, fed, blood, bled, drag, drug, jump, lump, bump.

/æ/

.....rag.....

.....

.....

.....

.....

.....

.....

.....

/ʌ/

.....rug.....

.....

.....

.....

.....

.....

.....

.....

/e/

.....head.....

.....

.....

.....

.....

.....

.....

.....

Task 8. I listen again and check my answers.

Task 9. I listen and tick the correct pronunciation of the letters in bold.

Letter "t"

	Silent	Pronounced
bouquet	<input type="checkbox"/>	<input type="checkbox"/>
bucket	<input type="checkbox"/>	<input type="checkbox"/>
bustle	<input type="checkbox"/>	<input type="checkbox"/>
hasten	<input type="checkbox"/>	<input type="checkbox"/>
hasty	<input type="checkbox"/>	<input type="checkbox"/>
soften	<input type="checkbox"/>	<input type="checkbox"/>
mortgage	<input type="checkbox"/>	<input type="checkbox"/>
buffet	<input type="checkbox"/>	<input type="checkbox"/>

Letter "w"

	Silent	Pronounced
answer	<input type="checkbox"/>	<input type="checkbox"/>
wrinkle	<input type="checkbox"/>	<input type="checkbox"/>
wrangler	<input type="checkbox"/>	<input type="checkbox"/>
two	<input type="checkbox"/>	<input type="checkbox"/>
twelve	<input type="checkbox"/>	<input type="checkbox"/>
wrap	<input type="checkbox"/>	<input type="checkbox"/>
writing	<input type="checkbox"/>	<input type="checkbox"/>
wreath	<input type="checkbox"/>	<input type="checkbox"/>

Task 10. I listen again and check my answers. Then, I work with my partner and we correct each other's answers in tasks (7 & 9).

Task 11. I listen and write between slashes the appropriate phonetic symbol (/aʊ/, /oʊ/, /ɜ:/, /ɒ/, /æ/, /ɪ/, /e/) and between brackets the words "silent" or "pronounced" that correspond to the letters in bold type.

A "gymslip" is a dress / ... / without (.....) sleeves which (.....) we used / ... / to wear over / ... / a / ... / blouse some / ... / sixty or seventy / ... / years ago / ... /. So, I was very / ... / happy that / ... / morning when (.....) dad / ... / drove me to the village school / ... / in his car (.....). He was happy / ... /, too / ... /. He whistled (.....) all the way and I listened (.....) to him. I looked / ... / up / ... / and saw a few / ... / wrinkles (.....) on his face. After / ... / a thirty-minute / ... / ride on that country / ... / road, we finally arrived / ... / at the school. I was impatient to learn / ... / things, and I learnt / ... / a lot at school and from books / ... /. I will remember / ... / that day for the rest / ... / of / ... / my life! You're still wearing school uniforms / ... / today / ... /, Jenny / ... /.

Task 12. I listen again and check my answers. Then, I work with a group of partners. We compare our answers and correct each other.

Task 13. I read aloud the text in task (11)

MY GRAMMAR TOOLS

1. Talking about the past: the past simple tense with "ago"

- ➔ To talk about past events or actions/activities, I use the past simple tense:
 - **Regular verbs:** "V (stem/base) + ed"
 - **Irregular verbs:** each irregular verb has its own past tense and past participle forms.
- ➔ I use the past time marker "**ago**" preceded by words indicating a period of time.

eg: I **went** to elementary school *seventy years ago*.

➔ Past Simple Tense Review (forms)

Interrogative form: "Did + S + V + rest of the sentence?"

eg: *Did you have fun, grandma?*

Negative form: "didn't (in short answers) / "did not/didn't + V" (in long answers)

eg: No, I *didn't*. I *didn't have* fun at all.

Affirmative form: "did (in short answers) / "V + ed" or irregular form (in long answers)

eg: Yes, I *did*. I *had* a lot of fun.

- ➔ "**didn't**" is the contracted or short form of "**did not**".
- ➔ "**did**" is the past form of the irregular verb "**to do**".

Past Simple Tense with "ago" (Asking Questions)

To ask questions with the time marker "ago", I use the question words "**How long ago**": "**How long ago** + did + S + V + rest of the sentence?"

– QUESTION: **How long ago** *did you come* to London, grandma?

– ANSWER: I *came* to London about *fifty years ago*.

2. Talking about the past: "used to"

- ➔ To talk about repeated actions/activities or events that happened in the past but are no longer true in the present, I can use the semi-modal verb "used to + V".
eg: We **used to** take a bath once a week. (= but **today** this is *no longer true*.)

"Used to" (forms)

Interrogative form: "Did + S + use + to + V + rest of the sentence?"

eg: Did you **use to** play games, grandma?

Negative form: "didn't (in short answers)

"did not/didn't + use + to + V" (in long answers)

eg: No, I *didn't*. I *didn't use to* play games at that time.

Affirmative form: "did (in short answers) / "used to" + V (in long answers)

eg: Yes, I *did*. I *used to* play a lot of games in my childhood.

SPECIAL DIFFICULTY:

- ➔ When I ask a question with "who", I say: "Who + used to + V + ...?"
eg: **Who used to** be your math teacher at primary school?

3. Expressing the frequency of an action/activity, event or state

- ➔ To express the frequency of an action/activity, event or state, I can use adverbs of frequency: "always, usually, often/frequently, sometimes, rarely, never".
- ➔ Adverbs of frequency tell me how often actions/activities, events or states take place. I study the following table to understand better:

Frequency	Adverb of Frequency	Example Sentence
100%	always	I always go to bed before 10 pm.
90%	usually	I usually have white coffee for breakfast.
70%	often/frequently	I often surf the Internet.
50%	sometimes	I sometimes forget my phone at home.
5%	rarely	I rarely go shopping.
0%	never	I never eat chillies.

2. Talking about the past: "used to"

- ➔ To talk about repeated actions/activities or events that happened in the past but are no longer true in the present, I can use the semi-modal verb "used to + V".
eg: We **used to** take a bath once a week. (= but **today** this is *no longer true*.)

"Used to" (forms)

Interrogative form: "Did + S + use + to + V + rest of the sentence?"

eg: Did you **use to** play games, grandma?

Negative form: "didn't (in short answers)

"did not/didn't + use + to + V" (in long answers)

eg: No, I *didn't*. I *didn't use to* play games at that time.

Affirmative form: "did (in short answers) / "used to" + V (in long answers)

eg: Yes, I *did*. I *used to* play a lot of games in my childhood.

SPECIAL DIFFICULTY:

- ➔ When I ask a question with "who", I say: "Who + used to + V + ...?"
eg: **Who used to** be your math teacher at primary school?

3. Expressing the frequency of an action/activity, event or state

- ➔ To express the frequency of an action/activity, event or state, I can use adverbs of frequency: "always, usually, often/frequently, sometimes, rarely, never".
- ➔ Adverbs of frequency tell me how often actions/activities, events or states take place. I study the following table to understand better:

Frequency	Adverb of Frequency	Example Sentence
100%	always	I always go to bed before 10 pm.
90%	usually	I usually have white coffee for breakfast.
70%	often/frequently	I often surf the Internet.
50%	sometimes	I sometimes forget my phone at home.
5%	rarely	I rarely go shopping.
0%	never	I never eat chillies.

Position of adverbs of frequency

- Adverbs of frequency normally occur **before** the main verb.
eg: I **usually** *take* a quick shower in the morning before I go to school.
I **sometimes** *eat* a cheeseburger when I go out with friends.
I **often** *have* a vegetarian meal.
I **never** *play* video games.

EXCEPTION:

- Adverbs of frequency occur **after** "to be".
eg: She *is* **always** late.
They *are* **never** happy.

4. "made of" and "made in"

- To talk about the **material** (cotton, wool, glass, plastic, etc) something is formed from, I use: "made + of + the name of the material".
eg: We used to take a bath in a tub **made of** *wood*.
Our clothes were **made of** *wool* or *cotton*.
Mineral water bottles are usually **made of** *plastic*.
- To talk about the **place** (country, city, etc.) where something is made, manufactured or produced, I use: "made + in + the name of the place".
eg: This is the first car **made in** *Algeria*.
These jeans were **made in** *Turkey*.
Many products sold around the world are **made in** *China*.

Asking Questions about "material" and "place"

- To ask about the material (cotton, wool, glass, plastic, etc) that makes something, I can say: "What is it made of?"
eg: What's your scarf made of?
It's made of silk.
- To ask about the place (country, city, etc.) where something is made, I can say: "Where is it made?"
eg: Where's your scarf made?
It's made in India.

SPECIAL DIFFICULTY:

- People usually use "made with" to talk about food ingredients.
eg: The soup is **made with** *vegetables* and *chicken stock*.



I practise.

Task 1. I read the text about "Djemila" and ask questions on the words in bold type as in the example.

Example: Roman Emperor Trajan founded Thamugadi (Timgad) **2,000 years ago**.

Question: How long ago did Roman Emperor Trajan found Thamugadi (Timgad)?

Djemila: The Roman "Cuicul"

I visited Algeria for the first time **thirteen years ago**, in the spring of 2004 to be more precise. Djemila (60 km northeast of Setif) was the first of the great Roman cities on my itinerary. It was declared a UNESCO World Heritage Site **thirty-six years ago**. Roman Emperor Nerva, who ruled from 96 to 98 AD, founded the city **about two thousand years ago**. The major buildings that survive today include the temple of Emperor Septimus Severus, the Grand Baths, the theatre and the Triumphal Arch. 20,000 people lived in the city in the 3rd century AD. During its history, the city was badly damaged by earthquakes until finally it was abandoned **fifteen centuries ago**.

© : <http://www.algeriaemb.org.au/FORGOTTENTREASURESOFALGERIA.htm>

1. a) I visited Algeria for the first time **thirteen years ago**.
b) How?
2. a) Djemila was declared a UNESCO World Heritage Site **thirty-six years ago**.
b)?
3. a) Roman Emperor Nerva founded the city **about two thousand years ago**.
b)?
4. a) The Roman city was abandoned **fifteen centuries ago**.
b)?

Task 2. I work with my partner. We read again "My Grammar Tools (1)" and correct each other's questions.



Roman theatre, Djemila

Task 3. I look at each picture and write sentences using the semi-modal verb "used to" and the prompts between brackets as in the examples:

a) In the past, (Doctors/prescribe/penicillin only)

In the past, doctors *used to* prescribe penicillin only.

b) Today, (Doctors/prescribe/other antibiotics)

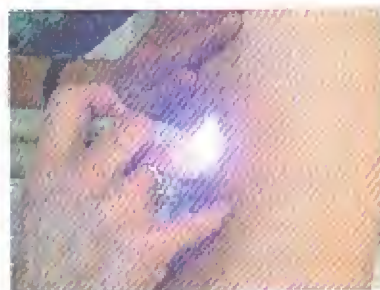
Today, they *prescribe* other antibiotics.

PAST

scalpel



laser rays



PRESENT

price tag



barcode



blackboard and chalk



whiteboard and marker pens

1. a) In the past, with a
(surgeons/operate on/patients)
b) Today, with
(surgeons/operate on/patients)
2. a) In the past, on
(supermarket cashiers/read/prices)
b) Today, on
(supermarket cashiers/read/prices)
3. a) In the past, with
(all teachers/write on)
b) Today, with
(many teachers/write on)

Task 4. I work with my partner. We read again "My Grammar Tools (2)" and correct each other's sentences.

Task 5. I read my partner's questionnaire about my first year at primary school and write true, personal answers.

My partner: Which primary school did you use to go to?

Me: I used

My partner: Who used to be your teacher?

Me:

My partner: Who used to be your best classmate?

Me:

My partner: What was your favourite subject?

Me:

My partner: What did you use to do in your free time?

Me:

Task 6. I change roles with my partner and we act out the dialogue again. My partner should give me his/her own personal answers.

Task 7. I match each women's traditional dress with its corresponding regional origin.



traditional dress from
Djelfa & Bousaada
("Jebba Naili")



traditional dress
from Constantine
("Katefa mahrouja")



traditional dress
from Setif
("Benouar Staifi")

correct

100%

Task 8. I fill in the gaps with: "made in" or "made of".

What is it made of? Where is it made?







1 "Katefa mahrouja" is a traditional dress dark-red or clear-red velvet which merchants used to import from the city of Genoa, Italy. The dress is embroidered with gold thread ("fella" or "majboud") and can be very heavy to wear. It originated in Constantine and is worn on special occasions like weddings. Today, it is also other Algerian towns.

2 Originally, "benouar Staifi" was Setif. It is a traditional regional dress light material with a variety of colours. It can be worn as everyday wear or on special occasions.

3 "Jebba" or "roubba Naili" is a modern version of the traditional Naili costume, which used to be worn many years ago by the women of Djelfa, Bousaada and M'sila. It is still this same region, today. The dress is usually with a white colour. A light white shawl ("malhfa"), also silk, covers the shoulders. "Jebba Naili" can be worn every day or on special occasions.

Task 9. I work with my partner. We read again "My Grammar Tools (4)" and correct each other's answers in tasks (7 & 8).

Task 10. I read "My Grammar Tools (3)" and write the adverb of frequency that best represents each battery. Two answers are given.

0%	5%	50%	70%	90%	100%
					
6. never	.....	.....	.....	.....	1. always

Task 11. I write true, personal answers to my partner's questions using some of the following words: every Friday; often; rarely; sometimes; never; twice a week; once a month; every day; always.

How often?

Example: *Question: How often do you play chess?*
 Answer: Never.
 I never play chess.

1. **Question:** How often do you go hiking?

Answer:

2. **Question:** How often do you take a bath or a shower?

Answer:

3. **Question:** How often do you play video games?

Answer:

4. **Question:** How often do you connect to the Internet?

Answer:

Task 12. I work with my partner. We read again "My Grammar Tools (3)" and compare our answers in tasks (10 and 11).

Task 13. I write the name of each of these traditional Algerian dishes in its corresponding box: Tuareg bread ("taguella"); Algerian pancakes ("ghraief, baghrir, korsa"); couscous ("taam, naama, kusksi, barboucha"); Algerian stuffed flatbread ("mahjouba, mhajeb"); traditional broad beans/chickpeas dish ("dobara foul/ homous"); traditional crushed bread and vegetables dish ("bournehres, batout, zviti).



1

.....



2

.....



3

.....



4

.....



5

.....



pestle

mortar
(mehres)



6

.....

Task 14. I look at the pictures again (task 13) and fill in each gap with the appropriate grammatical word (used to – ago – of – in – with).

1. "Couscous" is a typical Algerian dish. It is considered as the national dish by many people. It consists of broth and rolled semolina, which is steamed twice or three times. The broth is made vegetables and lamb, mutton, beef, or fish, depending on each region.

2. "Taguella" is traditional Tuareg bread ("*kasra*" or "*matlou*"). It is made wheat flour and baked in the sand, in a hole covered with embers.

3. "Mahjouba" is well-known in many regions of Algeria. It consists of a dough which is flattened with the palm of the hand into very thin layers like pancakes, then filled with a spicy mixture of diced vegetables and chillies, and finally baked on a hot, round baking tray ("*tajin*") traditionally made brass.

4. "Boucheres" is another Algerian popular dish made unleavened bread ("*rekhses*") which is crushed together with tomatoes, garlic, fresh coriander, chillies and spices in a mortar made wood or brass. This dish is traditionally eaten with bare hands or spoons made wood.

5. Biskris say that "dobara" was first made Biskra many years It is made broad beans or chickpeas or a mixture of these two dried vegetables, which are cooked in a broth and served with diced tomatoes, minced fresh coriander, olive oil, pickled chillies and a hot spicy sauce.

6. Algerian "baghrir" are the counterpart of European or American pancakes. They consist of a mixture of flour and water, which is whisked to a smooth batter and then cooked in the form of thin, round pieces of flat bread on a traditional baking tray ("*tajin*") made earthenware. Traditional Algerian "baghrir" are served with melted butter, sugar or honey and traditionally eaten with bare hands.

All these traditional dishes appeared a long time in my country but no one knows exactly when or how. Our ancestors prepare them in their mountains, plains or Sahara desert and certainly loved them, too. It is now my turn to preserve these dishes because they are part of my cultural heritage.

Task 15. I write one sentence about each dish in task (14) to say how often I eat it at home (or at other places on special occasions).

Task 16. I work with my partner. We read again "My Grammar Tools (1, 2, 3 and 4)" and correct each other's answers in tasks (13, 14 and 15).



I read and do.

Task 1. I read text (1) and complete the bibliographical notes.

Bibliographical Notes

- Title:
- Author:
- Source:
- Date of publication:
- Type of text:
 - ☐ descriptive ☐ narrative
- Type of document:
 - ☐ blog page
 - ☐ excerpt from a book
 - ☐ press article

Task 2. I read text (1) again and answer the questions.

1. How many paragraphs are there in the text?
2. What or who do the bold words in the text refer to?
3. How long ago did the writer visit Setif?
4. Did the writer like Setif? Justify your answer.
5. What did Setif use to be in the Roman period?
6. What did Setif use to be in the time of el-Bekri and in the Turkish period?
7. What was Setif like in 1871?
8. What kind of dwellings did the "Arabs" use to live in?
9. What did the children use to do in the open-air museum?
10. Suggest a title to the text.

TEXT 1

After a ten-hour journey in a wagonette drawn by three mules, I was glad to see the town of Setif standing on bare hills in the middle of a plain. No habitations were near, save a few Arab tents and gourbis. On entering **the town**, my eyes were refreshed by the pretty gardens and boulevards of Setif, which is still, as it used to be in the time of the Romans, a military station of great importance. There are about 3,000 French soldiers in the garrison of the town, **today** (...) The open-air museum, in which are really interesting relics, is on the common promenade, and the children amuse themselves knocking off the noses and the fingers of the statues.

Under the Romans, Setif was called Sitifis Colonia, and was the capital of Sitifia Mauritania. In the Middle Ages, Arab traveller El-Bekri described the cotton plantations and corn-fields that used to flourish in this plain. But under the Turkish Government it decayed and **its** agriculture vanished (...) An important Arab market is still held **there** every Sunday, at which 8,000 natives attend.

Adapted from:

C. S. Vereker, *Scenes in the Sunny South*, Longmans, Green & Co., London, 1871

Task 3. I work with my partner. We discuss our answers in tasks (1 and 2) and correct each other.

Task 4. I read text (2) and complete the bibliographical notes.

Bibliographical Notes

- Title:
- Author:
- Source:
- Date of publication:
- Type of text:
 - ☐ descriptive ☐ narrative
- Type of document:
 - ☐ web page
 - ☐ press article
 - ☐ excerpt from a book

Task 5. I read text (2) again and answer the questions.

1. How many paragraphs are there in the text?
2. What or who do the bold words in the text refer to?
3. How long ago did the writer visit Constantine?
4. What was the Arab town of Constantine like in 1871?
5. What were the gandouras made of?
6. Who used to wear these gandouras?
7. What were shoes and slippers (rihyia or babouche) made of?
8. Did the writer like the town of Constantine? Justify your answer.
9. Suggest a title to the text.

TEXT 2

I never saw any place the position of which struck **me** as so magnificent as that of Constantine. It is built on a high plateau round which rushes a rapid river, called the Rhumel. **It** is called by the Arabs 'Belad-el-Haoua' (the City of the Air).

Constantine is divided into two distinct towns, of which I need not say that the Arab is the only one which is interesting. The streets are excessively narrow; the different trades live each in **their** separate quarters. There is one for shoemakers, another for workers in leather, another for jewellers, and so on for bakers, butchers, and all other trades (...)

We walked through a narrow passage just behind our hotel (Hotel d'Orient), and came into a court, round which were a number of little rooms in which were squatted the weavers of burnouses and haiks. It is estimated that more than thirty thousand burnouses and sixty thousand haiks are annually woven in Constantine alone. The dearest and most beautiful are the gandouras, which are a mixture of silk and wool; **they** are only worn by the higher classes (...)

Leaving the burnous court, we walked on to the shoe bazaar, where every description of bright-coloured leather shoe and slipper (rihyia or babouche) was being embroidered. It is impossible to describe in words the beauty of these Eastern bazaars.

Adapted from:
Lady Herbert, *A Search after Sunshine*,
Spottiswoode & Co., London, 1871

Task 6. I work with my partner. We discuss our answers in tasks (4 and 5) and correct each other.



I learn to integrate.

Task:

It is "Grandparents Day" in Algeria. To celebrate the event, I am going to make a video interview of my grandfather or grandmother. I will then post the video on the school website and my personal blog to share it with other people around the world.

1. To interview my grandparents, I need to fill in the missing information in the following table:

KNOWLEDGE	SKILLS	ATTITUDES
<ul style="list-style-type: none"> ■ Lexis related to biographical information (personal identification) ■ Lexis related to dwelling places (description of home) ■ Lexis related to routine activities (chores, housework) ■ Lexis related to food (traditional dishes) ■ Lexis related to dress (traditional, special and daily wear; school uniform) ■ Lexis related to games ■ The past simple tense (ago) ■ the semi-modal "used to" ■ Adverbs of frequency ■ "made of/in" ■ "My Pronunciation Tools" 	<ul style="list-style-type: none"> ■ Narrating past events, experiences and childhood memories ■ Describing life and lifestyles (past and present) ■ Comparing life and lifestyles (past and present) ■ Devising and selecting relevant interview questions ■ Conducting an interview (oral/aural communicative skills) 	<ul style="list-style-type: none"> ■ Raising teenagers' awareness of the importance of the elderly as a source for the transmission of invaluable human experience ■ Raising teenagers' awareness of the importance of the elderly as a source for the transmission of invaluable national cultural and historical heritage ■ Valuing the past in order to build a better future for one's community ■ Sharing national cultural and historical values that cement community ties and unity

2. To interview my grandparents, tasks (5, 12, 15, 22, 26 and 28) in "I listen and do", "My Pronunciation Tools", "My grammar Tools", tasks (1, 5, 8, 14 and 15) in "I practise" and the "I play and enjoy" page will also help me.

3. To interview my grandparents, I need to write questions corresponding to each of the entries in the following interview card.

Interview Card

- **Date & place of birth**
Interview Question:
- **Type of dwelling (description of living place)**
Interview Question:
- **Daily routine (housework and chores)**
Interview Question:
- **Food (typical dishes)**
Interview Question:
- **Table manners**
Interview Question:
- **Clothing (every day & special occasions)**
Interview Question:
- **School uniform**
Interview Question:
- **Childhood games (boys & girls)**
Interview Question:
- **Childhood memories (description of an unforgettable event)**
Interview Question:

4. Now, I can write my interview questions.

I can start like this:

Me: I'm going to interview you for my school project, grandma/grandpa. This video will be posted on the web on "Grandparents Day". So, let's start.

— When were you born?

5. I work with my partner. We exchange ideas and improve our interview questions.



I think and write.

Task:

Our English and history teachers asked us to organise a photo and postcard exhibition with accompanying captions and short descriptive and narrative texts comparing life in some Algerian cities about a hundred years ago and today (dwellings, architecture, people, dress, transport, etc.). I decided to display photos and old postcards of Setif and Constantine and write comparative texts about these two cities.

1. I need to select a few photos and postcards from the ones provided by my teacher or the ones I found on the Internet. Here are some samples.

Setif about 100 years ago



Constantine Street, Setif

Setif today



Constantine Street, Setif

Constantine about 100 years ago



Al-Kantara bridge and gate, Constantine

Constantine today



Al-Kantara bridge, Constantine (The "bab"/gate no longer exists today.)

2. I need to read again texts (1 and 2) in "I read and do". The information they contain about the two cities in 1871 will help me in writing my own texts.
3. The following layout will also help me write my texts.

LAYOUT

I am going to write two short texts (one about Setif and the other about Constantine) each divided into two parts (one about the past of the city and the other about the present day).

Text (1) "Setif" / Text (2) "Constantine"

Part 1: A 100 years ago

In this first part, I write a few sentences (3 to 4) to talk about people, dress and costumes, dwellings and architecture, transport and any other striking differences.

Part 2: Today

In this second part, I write a few sentences (3 to 4) to talk about people, dress and costumes, dwellings and architecture, transport and any other striking changes or differences.




CONCLUSION (1 or 2 sentences)

In the conclusion, I should draw my reader's attention to the cultural and historical changes that occur in the life of a city and the lives of its people.

4. I work with my partner. We exchange ideas and improve our texts.



Now, I can

I can	Yes 	Example	No 	Support me 
name some types of dwellings.				
name some routine activities related to housework and chores.				
name some items of clothing related to past and present daily and special wear, and school uniform (teenage and traditional lifestyles).				
name some dishes and their ingredients (teenage and traditional lifestyles).				
name some past and present children's games and other kinds of games like board games (teenage and traditional lifestyles).				
describe the interior of a home.				
describe some clothes and costumes, the material they are made of and the place where they are made.				
describe some dishes and the ingredients they are prepared with.				
describe some changes in modern life caused by technological inventions.				
compare past and present lifestyles (dwellings, dress codes, food and table manners, etc.).				
devise and select relevant interview questions.				
identify various types of documents and texts.				
use the past simple tense with "ago" to talk/ask questions about actions/activities and events that happened during a specific period of time in the past.				
use the semi-modal verb "used to" to talk/ask questions about past events, experiences, memories or things that no longer exist in the present.				
use adverbs of frequency to say/ask questions about how often actions, activities, events or states happen.				
use "made of" to talk about the material of which something is made and "made in" to talk about the place where it is made.				
discriminate and pronounce correctly the vowel sounds (/ʌ:/ - /ɒ/) (/ɜ:/ - /ɔ:/) (/æ:/ - /ɛ:/ - /e:/).				
identify silent "t" and "w" in some words.				



I play and enjoy.

I write the name of each of these traditional Algerian children's games in its corresponding box: swing ("jaalaila"); jackstones ("kroud"); back-to-back (al-kourkba); up-you-go (alilou); rag doll ("arayass"); skipping rope ("lahbel").

Childhood Memories: Children of Bou-Saada, Children of Algeria



1

.....



2

.....



3

.....



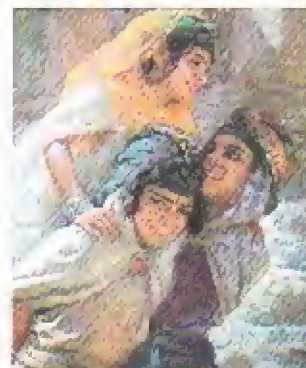
4

.....



5

.....



6

.....



I read for pleasure.

I read the text to find out more about the famous painter of the children's games on the "I play and enjoy" page and complete the bio card.

Bio Card

Name:

First Name (French & Arab):

Date & Place of Birth:

Date & Place of Death:

Date & Place of Burial:

First Trip to Bou Saada:

Date of Pilgrimage to Mecca:

Date of Conversion to Islam:



Nasreddine Dinet, *Koranic school*

An Algerian Artist

Alphonse-Étienne Dinet was born in Paris on March 28, 1861 and died on December 24, 1929 in the same city. From 1871, he studied at the Lycée Henry IV. Upon graduation in 1881 he enrolled in the École nationale supérieure des Beaux-Arts. Dinet made his first trip to Bou Saâda in southern Algeria in 1884. The following year he made a second trip on a government scholarship, this time to Laghouat. At that time he painted his first two Algerian pictures: "les Terrasses de Laghouat" and "l'Oued M'Sila après l'orage". He won the silver medal for painting at the Exposition Universelle in 1889. In 1903 he bought a house in Bou Saâda and spent three quarters of each year there. He announced his conversion to Islam in a private letter of 1908, and completed his formal conversion in 1913, upon which he changed his name to Nasr'Eddine Dinet. In 1929 he and his wife undertook the Hajj to Mecca. The respect he earned from the natives of Algeria was reflected by the 5,000 who attended his funeral on 12 January 1930 in Bou Saâda.

Adapted from:

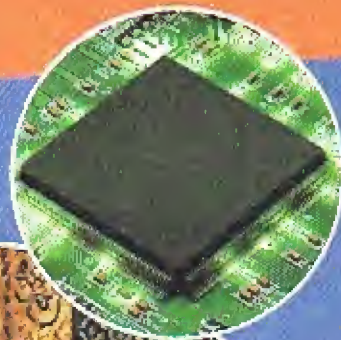
<http://www.goodreads.com>



SEQUENCE

ME AND THE SCIENTIFIC
WORLD

3



SEQUENCE 3

ME AND THE SCIENTIFIC WORLD



I listen and do.

Task 1. I listen to the text and complete Dr. Bourouis' ID card. Some answers are given.

Dr. Bourouis' ID card (PART 1)



First Name:

Surname:

Date of Birth:

Place of Birth:

Father's occupation:

Mother's occupation:

Primary, Middle and High School:

Undergraduate Studies

University: *University of Tlemcen – Abou Bekr Belkaid*

Degree: *BE (Bachelor of Engineering)*

Postgraduate Studies

University:

Degree (1):

Year:

Degree (2):

Year:

Field of Study:

Professional Experience

Name of Company:

Occupation:

Year:

Task 2. I listen again to the text and check my answers.

Task 3. I work with my partner. We compare our answers and correct each other.

Task 4. I play the role of Dr Bourouis and answer my partner's interview questions using the information in the ID card in task (1).

My partner (journalist): How old are you, Dr Bourouis?

Me (Dr Bourouis):

My partner: Where were you born?

Me:

My partner: What is your father's occupation?

Me:

My partner: Where did you graduate?

Me:

My partner: When did you get your PhD?

Me:

My partner: What is your occupation now?

Me:

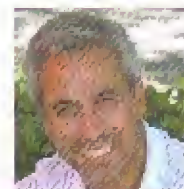
Task 5. I change roles with my partner and we act out the dialogue again.

Task 6. I listen to part (1) of the interview between the Algerian scientist and inventor Prof. Haba and the Algerian researcher Dr. Baghdadi, and complete the dialogue bubbles.



Dr. Riyadh Baghdadi

2. The miniaturisation of electronics.



Prof. Belgacem Haba

1. After graduating, I was contacted by a Japanese company. So, I went to and stayed there for years.
I was in the application of laser technology to microelectronics while I living there. Then, I moved on to work miniaturisation.

3. Yes. When I returned to the US, I joined a small company. Our aim was to miniaturise the phone. Phones were big and we that if we managed to make them smaller, they would more.

Task 7. I listen to part (1) of the interview again and check my answers. Then, I work with my partner and we correct each other.

Task 8. I listen to part (2) of the interview between Prof. Haba and Dr. Baghdadi, and tick the four technological inventions that Prof. Haba was working on.

- ☐ the miniaturisation of mobile phone chips
- ☐ the miniaturisation of mobile phones
- ☐ the miniaturisation of cameras
- ☐ the miniaturisation of memory chips
- ☐ the miniaturisation of console games "PlayStation" 2 and 3
- ☐ the design and development of console games "PlayStation" 2 and 3

Task 9. I listen to part (2) of the interview again and check my answers. Then, I work with my partner and we correct each other.

Task 10. I listen again to part (2) of the interview between Prof. Haba and Dr. Baghdadi, and match each scientific term with its corresponding definition adapted from Cambridge Dictionary. One answer is given.

chip (microchip)

memory chip

memory stick
(flash drive)
(USB stick)
(pen drive)

smart card
(chip card)

memory card

PlayStation

1. a small piece of electronic equipment that stores computer data
2. a small piece of equipment that you connect to a computer or other piece of electronic equipment to copy and store information
3. a device for storing information in computers, mobile phones or digital cameras
4. a very small piece of semiconductor, especially in a computer, that contains extremely small electronic circuits and devices, and can perform particular operations
5. a machine that you use to play games on your television
6. a small plastic card (with a microchip) that is used to make payments and to store personal information, and can be read when connected to a computer system

Task 11. I match each scientific term mentioned in the interview part (2) with its corresponding photo.

memory stick
(flash drive)
(USB stick)
(pen drive)



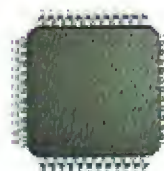
chip (microchip)



PlayStation



memory card



smart card
(chip card)





Task 12. I work with my partner. We compare our answers in tasks (10 and 11) and correct each other.

Task 13. I listen again to part (2) of the interview between Prof. Haba and Dr. Baghdadi, and reorder the jumbled exchanges.

...

When was this?

So, any person right now is using some of the technology that you have developed as part of this company?



Exactly. And we were also doing other things while we were working on the miniaturisation of mobile phones and mobile phone chips; we were working on the miniaturisation of cameras. Then, I moved on to another company, which specialises in memory chips used today in memory sticks, memory cards and smart cards. It was there that we designed and developed the console games "PlayStation Two" and "Three".

...

...

In the nineties. By 1998, we started to see results and the technology that we produced has been in use ever since.

Task 14. I listen again to part (2) of the interview and check my answers. Then I work with my partner and we correct each other.

Task 15. I listen to part (3) of the interview between Prof. Haba and Dr. Baghdadi, and circle only the words I hear between brackets.

Prof. Haba's Advice to Algerian Students

"The **(first – best)** thing one must do is to **(show – know)** your weak points. **(Secondly – Second)**, when you are about to do some work, work on something you are able to **(finish – accomplish)**. Finally, you must have a **(goal – goat)**, an objective and a **(plant – plan)** to achieve it. I feel sorry for people who don't have a plan, a **(decision – vision)** of where they are going in life. When you have an **(ideal – idea)** to realise, don't give it **(tap – up)** because of problems or obstacles. Be perseverant. **(Appearance – Perseverance)** is more important than intelligence if you want to succeed. Also, find people who can help you. Many of us **(went – want)** to do everything by ourselves; you can't **(club – clap)** with one hand."

Task 16. I listen again to part (3) of the interview and check my answers. Then, I work with my partner and we correct each other.

Task 17. I listen to my history teacher (Part 1) and complete the missing dates in the timeline (Part A). The first date is given.

TIMELINE (Part A)

- ▶ *..First half of the..* His ancestors immigrated to Tunisia from al-Andalus
...13th century... (Andalusia).
- ▶ He was born in Tunis.
- ▶ His parents died during an epidemic of the plague that hit Tunis.
- ▶ He accompanied his teacher to Fez, where he became a secretary of the sultan of Morocco.
- ▶ He travelled a lot, moving from Bejaia to Biskra, Tlemcen, Fez, Granada, Seville and then returned to North Africa.



Task 18. I listen again to my history teacher (part 1) and check my answers.

Task 19. I listen to my history teacher (Part 2) and complete the missing dates in the timeline (Part B).

TIMELINE (Part B)

- ▶ Our great Maghribi scholar then withdrew from politics and found refuge in Qalat beni Sellam, near Frenda, Algeria. He spent four years there, writing his "Muqaddimah" and part of "Kitab al-Ibar".
- ▶ A few years later, he settled in Cairo, Egypt where he became a teacher and a Cadi or a judge.
- ▶ The following year, his wife and four daughters died in a shipwreck on their way to join him in Cairo but his two sons survived.
- ▶ Three years later, he went to Mecca on the pilgrimage.
- ▶ He died in Cairo, Egypt and was buried there.

Task 20. I listen again to my history teacher (Part 2) and check my answers.

Task 21. I work with a group of partners. We compare our answers in tasks (17 & 19) and correct each other.

Task 22. My partner plays the role of our history teacher. I listen to his/her questions and answer him/her using the information in the timetable (parts A and B).

My partner: When and where was this famous Maghribi scholar born?

Me:

My partner: Can you mention the names of three towns in Algeria where he lived?

Me:

My partner: Where and when did he write his famous book "al-Muqaddima"?

Me:

My partner: What was he doing all these years in Cairo?

Me: He was working as a

My partner: Where and when did he die?

Me:

My partner: What's his name?

Me:

Task 23. I change roles with my partner and we act out the dialogue again.

MY PRONUNCIATION TOOLS

Pronunciation of the consonant sounds /f/ and /v/

a. I listen and repeat.

/f/ ➔ four – first – find – famous – from – Fez – Frenda – field – physics
phone – orphan – refuge – Africa – scientific – Professor – artificial
half – stuff – laugh – enough – tough

/v/ ➔ very – vision – visit – travelled – invent – invention – inventor – never
living – leaving – moved – interview – developed – development
discover – advice – survived – give – have – achieve

b. I listen and repeat each pair.

/f/

fan
fast
leaf
off
safe

/v/

van
vast
leave
of
save



- ➔ /f/ is usually (but not always) spelled “f”. It is sometimes spelled “ff” (as in “stuff”), “ph” (as in “**ph**one”) or “gh” (as in “tough”).
- ➔ /v/ is usually spelled “v” (as in “interview; inventor”).
- ➔ The consonant sounds /f/ and /v/ can occur together in the same word as in: five; fever; favourite; favour; flavour; forgive; forever.

EXCEPTION

➤ The letter “f” in the preposition “of” is pronounced /v/.

COMPARE: The double letter “ff” in the word “off” is pronounced /f/.



I pronounce.

Task 1. I listen and tick the correct pronunciation of the letters in bold.

– Inventors develop devices that help us almost every day.

☐ /f/

☐ /v/

– We know little about al-Farabi's life or biography. He was a tenth-century Muslim **philosopher** who also wrote a book on music.

☐ /v/

☐ /f/

Task 2. I listen again. Then, I read "My Pronunciation Tools" with my partner and we correct each other's answers in task (1).

Task 3. I listen and tick the correct pronunciation of the letters in bold.

1.

/f/

/v/

free

☐

☐

information

☐

☐

vitamin

☐

☐

staff

☐

☐

vaccine

☐

☐

brief

☐

☐

rough

☐

☐

photo

☐

☐

2.

/f/

/v/

pharmacy

☐

☐

friend

☐

☐

love

☐

☐

alphabet

☐

☐

drive

☐

☐

elephant

☐

☐

heavy

☐

☐

phenomenon

☐

☐

Task 4. I listen again and check my answers.

Task 5. I listen and write the phonetic symbol (/f/ – /v/) corresponding to the pronunciation of the letters in bold type in each word.

Al-Farabi /.../ (870 – 950 CE) was an Islamic **philosopher** /.../ and scientist. He was referred /.../ to in the Arab world as the "Second Teacher" (after /.../ the Greek philosopher Aristotle known as the "First /.../ Teacher"). He was also a musician who invented /.../ and played a variety /.../ of musical instruments. He travelled /.../ to Egypt and visited /.../ Damascus and Aleppo. He suffered /.../ great hardships during his life /.../. He wrote a lot of /.../ books on **philosophy** /.../, **physics** /.../, mathematics, music and medicine.

Task 6. I listen again. Then, I read "My Pronunciation Tools" with my partner and we correct each other's answers in tasks (3 and 5).

Task 7. I read aloud the text in task (5).

MY GRAMMAR TOOLS

1. Talking about the past: the past continuous tense

- ➔ To talk about **single, longer** actions/activities or events happening at a particular time in the past, I use the past continuous tense:
“was/were + (V + ing)”
eg: We **were** working on the miniaturisation of cameras. (= We spent a **long** period of time working on the miniaturisation of cameras.)
- ➔ I use “was” (the past simple form of “be”) with the pronouns: I; he; she; it.
- ➔ I use “were” (the past simple form of “be”) with the pronouns: we; you; they.

➔ Past Continuous Tense (forms)

Interrogative form: “Was/Were + S + V-ing + (rest of sentence)?”

eg: *Were you sleeping* all morning? I phoned you three times!

Negative form: “wasn’t/weren’t” (in short answers) / “wasn’t/weren’t + V-ing” (in long answers)

eg: No, I *wasn’t*. I *wasn’t sleeping* all morning.

Affirmative form: “was/were” (in short answers) / “was/were + V-ing” (in long answers)

eg: Yes, I *was*. I *was sleeping* all morning.

➔ Contracted/Short Forms of “be” in the Past

➤ **wasn’t** is the short form for “was not”.

➤ **weren’t** is the short form for “were not”.

2 Talking about the past: the past continuous tense and simultaneous actions

- ➔ To talk about **two longer** actions/activities or events happening at the same time (simultaneous) in the past, I can use the past continuous tense and the connector/conjunction “while” to combine them.

eg: I *was working* in the application of laser technology to microelectronics **while** I *was living* in Japan.

We *were doing* other things **while** we *were working* on the miniaturisation of mobile phones.

"Verb + ing": Spelling Rules

- ➔ **RULE 1:** Drop final "e" in most verbs.
eg: writ~~e~~ing – mak~~e~~ing – liv~~e~~ing
- ➔ **RULE 2:** Do not change final "y" into "i".
eg: play → playing
carry → carrying
try → trying
- ➔ **RULE 3:** Double the final consonant (b, d, g, l, m, n, p, r, t) if this consonant is preceded by a one-letter vowel.
eg: sit → sitting
rub → rubbing
stop → stopping
dig → digging

3. Making requests using the modals: "can" and "may"

- ➔ What is a request?
I make a request when I ask someone for something, or when I ask someone to do something: "Can/May + subject + V (stem) + (rest of sentence)?"
- ➔ I can use the modal verbs "can" and "may" to make requests.
 - "can" is informal: I use it with friends, classmates, people I know well.
eg: **Can** you *help* me do my homework?
 - "may" is formal: I use it with people I don't know (well).
eg: **May** I *have* some more sugar, please?

4. Relative clauses using the relative pronouns: "who" and "which"

- ➔ "Who" and "which" are relative pronouns. "Who" refers to people and "which" refers to things and animals.
eg: Our class today is about a famous Maghrebin scholar **who** *invented modern sociology*. ("who" refers to: "a famous Maghrebin scholar".)
His parents died during an epidemic of the plague **which** *hit Tunis in 1348–1349*. ("which" refers to: "an epidemic of the plague".)
- ➔ I can use relative pronouns to combine clauses without repeating information.
Clause (1): His parents died during an epidemic of the plague.
Clause (2): An epidemic of the plague *hit Tunis in 1348–1349*.
Combined: His parents died during an epidemic of the plague **which** *hit Tunis in 1348–1349*.



I practise.

Task 1. I match each word with its corresponding definition adapted from Oxford dictionary. One answer is given.

an experience
(to experience)

an experiment
(to experiment)

a patent
(to patent)

science

technology

to discover
(a discovery)

to invent
(an invention)

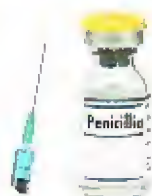
1. be the first to find or observe a place, substance or scientific phenomenon
2. create or design something that did not exist before
3. the knowledge and skill that you gain after doing something (a profession) for a period of time; the things that happened to you that influence the way you think and behave
4. a scientific test that is done (usually in a laboratory) to study what happens and to gain new knowledge
5. an official document which proves that the inventor is the only person who has the right to make, use or sell the invention or the invented product
6. scientific knowledge used in practical ways in industry to develop products, machinery or equipment
7. knowledge about the natural and physical world, based on facts which you can prove, for example by experiments

Task 2. I look at each picture and ask questions using the correct form of the verbs ("discover" or "invent") as in the examples:

- Who discovered America?
- Who invented the telephone?



x rays



penicillin



compass



camera

Task 3. I work with my partner. We compare our answers in tasks (1 and 2) and correct each other.

Task 4. I answer my partner's questions about what I was doing at the police station yesterday morning using the correct form of the verbs in my answers.

My partner: I was on my way to the dentist's yesterday morning and I saw you standing in front of the police station. What were you doing there?

Me: I was

My partner: Why were you wearing a bandage on your head?

Me:

My partner: What were you carrying in your hand?

Me:

My partner: Who was talking to you?

Me:

My partner: Did the police help you?

Me:

Task 5. I change roles with my partner and we act out the dialogue again. My partner should give me different answers.

Task 6. I write the correct form of the verbs in brackets and combine the pairs of sentences using the connector: "while". I should pay attention to the order of clauses.

1. a) Al-Khawarizmi (*live*) in Baghdad.
b) He (*stay*) at the "House of Wisdom" (Dar al-Hikma).
.....
2. a) They (*study*) at the "House of Wisdom".
b) During the reign of the Abbasid Caliph Harun al-Rashid, many Muslim scholars (*work*) on the translation of foreign scientific books into Arabic.
.....
3. a) Under the Abbasid Caliph al-Mamun, many Muslim scientists (*get*) involved in astronomical research activities.
b) Al-Khawarizmi (*try*) to measure the circumference of the Earth.
.....



Task 7. I work with a group of partners. We read "My Grammar Tools (1 and 2)" and correct our answers.

Task 8. I read each situation and tick the appropriate request.

SITUATION 1

You are having lunch at the school canteen. You ask one of your schoolmates for salt. What should you say?

- ☐ a) Can I have the salt?
☐ b) May I have the salt, please?

SITUATION 2

You are having lunch at a restaurant. You want to ask the waiter/waitress for the bill. What should you say?

- ☐ a) Can I have the bill?
☐ b) May I have the bill, please?

SITUATION 3

You are at Heathrow airport, in London. The immigration officer asks for your passport. What should he/she say?

- ☐ a) Can I see your passport?
☐ b) May I see your passport, please?

Task 9. I read each situation and write the appropriate request using "can" or "may" as in task (8).

SITUATION 1

You are a traffic policeman/policewoman. You ask a motorist for his/her driving licence. What should you say?

.....?

SITUATION 2

Your English teacher wants you to open your books at page 33. What should he/she say?

.....?

SITUATION 3

You are at Heathrow airport, in London. The immigration officer asks for your address in London. What should he/she say?

.....?

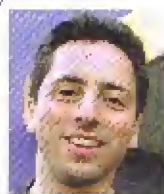
Task 10. I work with my partner. We read "My Grammar Tools (3)" and correct our answers in tasks (8 and 9).

Task 11. I fill in each gap with the appropriate relative pronoun: "who" or "which".



Albert Einstein (1879–1955) was a physicist developed the special and general theories of relativity and won the Nobel Prize for Physics in 1921. Two experiences deeply affected his childhood. The first was his encounter at age 5 with a compass, he saw for the first time in his life. He wondered how invisible forces could make the compass needle move! This fascination with invisible forces controlled the physical world stayed with him all his life. The second happened at age 12 when he discovered a book of geometry, he read with great excitement. He called it his "sacred little geometry book".

Task 12. I join each pair of sentences using the appropriate relative pronoun "who" or "which".



1. **a)** A search engine is a programme.
b) It searches the Internet and finds web pages based on keywords.



2. **a)** Larry Page and Sergey Brin invented *Google* search engine in 1996.
b) They were studying computer science at Stanford University.
3. **a)** Today, *Google* is a multinational technology company.
b) This company has many innovative applications and services.

Task 13. I spot the mistake in each sentence and correct it.



1. Al-Khawarizmi (780–850 CE) is considered "the father of algorithm and algebra", which he invented them in the ninth century.



2. Ladislao Biro (1899–1985) was a Hungarian journalist who he invented the ballpoint pen in 1938.



3. Ibn-Sina (980–1037) wrote "The Canon of Medicine", which it is among the most famous books in the history of medicine.

Task 14. I work with a group of partners. We read "My Grammar Tools (4)" and correct our answers in tasks (11, 12 and 13).

which



I read and do.

Task 1. I read texts (1 and 2) and complete the bibliographical notes.

Bibliographical Notes

- Title:
- Author:
- Source:
- Date of publication:
- Type of document:
 - ☐ blog page
 - ☐ excerpt from a book
 - ☐ press article

Task 2. I read texts (1 and 2) and answer the questions.

1. How many paragraphs are there in each text?
2. Which topic(s) do texts 1 and 2 discuss and develop?
3. What or who do the bold words in texts 1 and 2 refer to?
4. Is the word "camera" of English origin?
5. Which tense is dominant in text 1 and why? Which one is dominant in text 2 and why?
6. Do texts 1 and 2 refer to the same historical period? Justify your answer.
7. Suggest a title to each text.

TEXT 1

The ancient Greeks thought **our** eyes emitted rays, like a laser, **which** enabled **us** to see. The first person to realise that light enters the eye, rather than leaving **it**, was the 10th-century Muslim mathematician, astronomer and physicist ibn al-Haitham (965–1040).

He invented the first pinhole camera after noticing the way light came through a hole in window shutters. The smaller the hole, the better the picture, **he** worked out, and set up the first Camera Obscura (from the Arab word "*qamara*" for a dark or private room). His findings provided a basis for modern optics (i.e. the study of light and sight).

Adapted from:

Paul Valley, "How Islamic Inventors Changed the World"

The Independent, 11 march 2006

TEXT 2

Many modern surgical instruments are of exactly the same design as **those** devised in the 10th century by a Muslim surgeon and physician called al-Zahrawi (936–1013). **His** scalpels (small knives), bone saws (used for cutting), forceps (with two long parts used for picking up and holding things), scissors and many of the 200 instruments he devised are recognisable to a modern surgeon.

It was **he who** discovered that catgut used for internal stitches dissolves away naturally (a discovery he made when his monkey ate **his** lute strings) and that it can be also used to make medicine capsules.

Adapted from:

Paul Valley, "How Islamic Inventors Changed the World"

The Independent, 11 march 2006

Task 3. I read texts (1 and 2) and complete the table.

Name of Scientist	Dates of Birth & Death	Field(s) of Study	Discoveries	Inventions
1.
2.

Task 4. I work with a group of partners. We discuss our answers in tasks (1, 2 and 3) and correct each other.

Task 5. Text (1) is divided into two parts. I look at the two diagrams (A and B) and say which part of text (1) they illustrate. Then, I give a title to diagram (A).

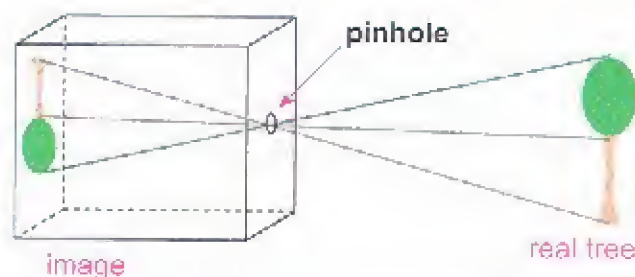


Diagram (A)

TITLE:

Cross Section of Human Eye

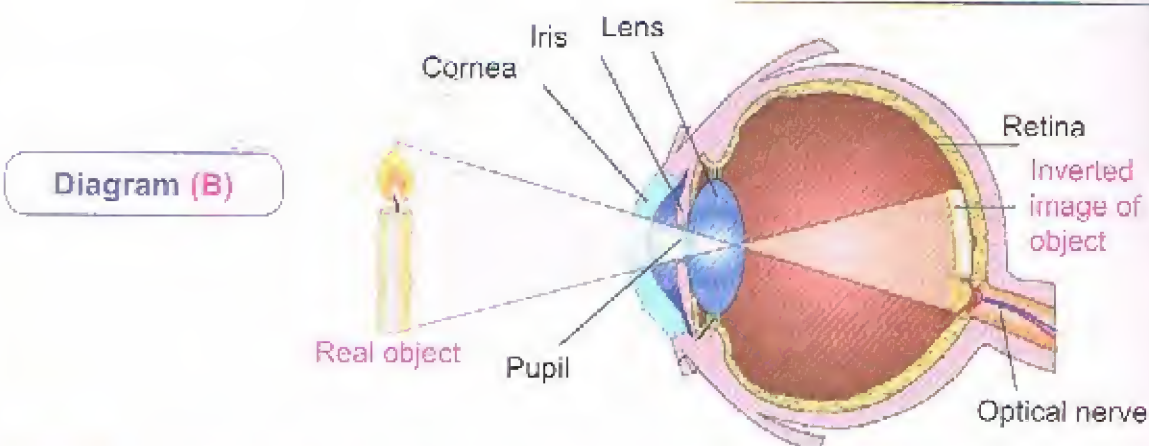
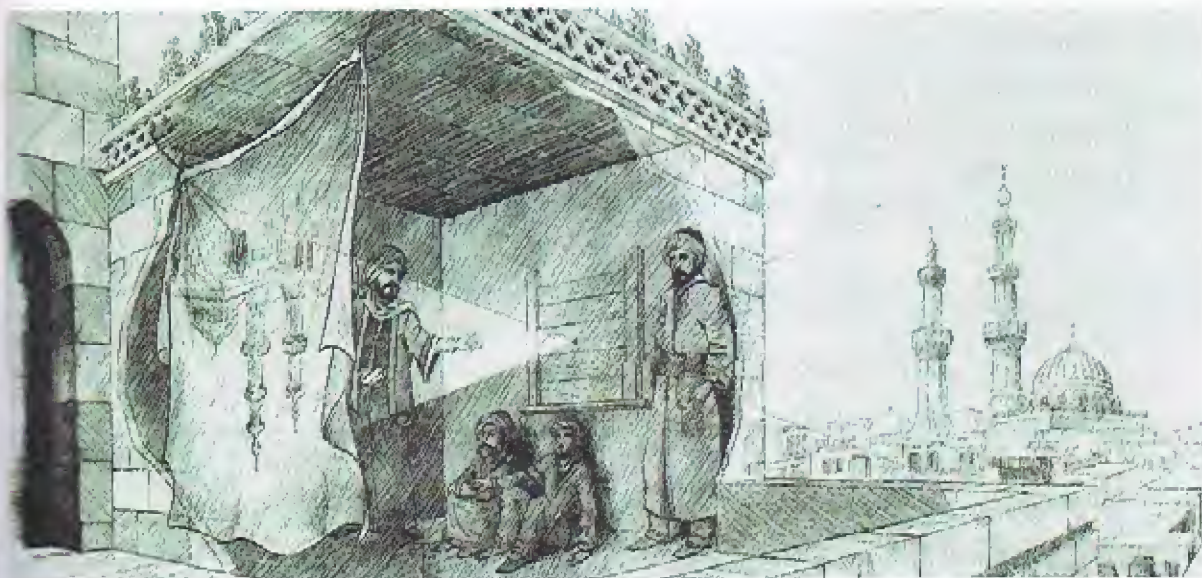


Diagram (B)

Task 6. I choose diagram (A) or (B) and write three or four sentences to describe how an image of a real object is created. I can use a dictionary.

Task 7. I work with a group of partners. We discuss our answers in tasks (5 and 6) and correct each other.

Task 8. A scientist is a good “observer” of the world around him/her. I find in text (1) the scientist’s “observation” which the following picture illustrates.



Task 9. I write the name of each surgical instrument using the information given in text (2).



1:



2:



3:



4:

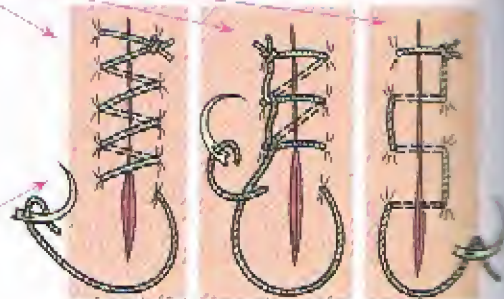
Task 10. I work with my partner. We discuss our answers in tasks (8 and 9) and correct each other.

Task 11. I look at the pictures and complete boxes (1) and (3) using the following words: "catgut", "surgical stitches/sutures".

1. Types of :
 "a short piece of thread that doctors/surgeons use to sew the edges of a wound/cut together"
 (adapted from: *Oxford Dictionary*)

2. ...surgical needle....

3. :
 "thin strong string made from animals' intestines, also used in making musical instruments"
 (adapted from: *Oxford Dictionary*)



Task 12. A scientist is a good "observer" of the world around him/her. I find in text (2) the scientist's "observation" which helped him make two important discoveries. What were these discoveries?

Task 13. I write three sentences using the connector "while" to describe what al-Zahrawi and the other persons in the room (his assistant, his students and the nurse) were doing at the same time one day in Cordoba, in 980.



Task 14. I work with my partner. We discuss our answers in tasks (11, 12 and 13) and correct each other.



I learn to integrate.

Task:

It is "National Inventor's Day" in Algeria. To celebrate the event, I am going to write Dr Bourouis' biography and put it on display in the local public library where an official ceremony will be held. The best works will be awarded prizes and I want to be among the winners.

1. To write Dr. Bourouis' biography, I need to fill in the missing information in the following table:

KNOWLEDGE	SKILLS	ATTITUDES
<ul style="list-style-type: none"> ■ Lexis related to biographical information (date and place of birth, education, professional experience, research achievements, awards, etc.) 	<ul style="list-style-type: none"> ■ Narrating 	<ul style="list-style-type: none"> ■ Raising teenagers' awareness of the importance of scientific knowledge to the intellectual fulfilment of both the individual citizen and his community
<ul style="list-style-type: none"> ■ Lexis related to science and technology (fields of study and research, inventions, scientific terminology, etc.) 	<ul style="list-style-type: none"> ■ Describing 	<ul style="list-style-type: none"> ■ Raising teenagers' awareness of their intellectual potential and capabilities compared with teenagers in developed countries (They should model themselves on worldwide famous Algerian scientists and inventors like Dr. Bourouis or Prof. Haba.)
<ul style="list-style-type: none"> ■ The past simple and the past continuous tenses to narrate past events 	<ul style="list-style-type: none"> ■ Organising/Sequencing biographical information in chronological order 	<ul style="list-style-type: none"> ■ Valuing knowledge and hard work to achieve one's goals in life
<ul style="list-style-type: none"> ■ The present simple tense to describe technological devices or inventions 	<ul style="list-style-type: none"> ■ Selecting relevant, important biographical information 	<ul style="list-style-type: none"> ■ Sharing a national, community vision of a better future built on technological progress and economic prosperity
<ul style="list-style-type: none"> ■ Relative pronouns to combine sentences and avoid repetition of information 	<ul style="list-style-type: none"> ■ Transferring biographical information from one format (ID card) to another (plain prose text with specific writing rules and mechanics) 	

2. To write Dr. Bourouis' biography, task (1) in "I listen and do", task (5) in "pronounce", task (11) in "I practise" and the two texts in "I read and do" will also help me.

3. To write Dr. Bourouis' biography, I need to read again Part (1) of his ID card in "I listen and do" (task 1) and use the following biographical information from Part (2) of his ID card.

Dr. Bourouis' ID card (PART 2)

Publications

- Dr. Bourouis wrote a number of scientific articles which were published in various specialised journals.



Patents

- Bourouis Abderrahim and Feham Mohammed, "Smart Sports Shirt" (patent 2013, INAPI, Algeria).
(INAPI stands for "Algerian National Institute for Industrial Property".)
- Bourouis Abderrahim and Feham Mohammed, "Smart Headband for Drivers (SHFD)" (patent 2013, INAPI, Algeria).
- Bourouis Abderrahim and Feham Mohammed, "Intelligent Eye Scrutiny for Treatment (ITEST)" (patent 2012, England).
- Bourouis Abderrahim and Feham Mohammed, "Smart Location T-Shirt for Child, Elderly and Alzheimer's person" (patent 2012, INAPI, Algeria).

Awards

- Dr. Bourouis won the first MED-IT 2012 prize for the best Algerian start-up.
(He founded a private company or start-up in the same year.)
- Dr. Bourouis was among the top 10 finalists for the "WSIS Project Prizes 2015" in Geneva, Switzerland. He participated with his invention called "CtrlF", a mobile application which facilitates reading for the visually impaired.
- Dr. Bourouis was awarded the second prize by the "Stars of Sciences" Foundation in Qatar, in 2016, for his invention called "wonderkit". It is a smart shirt specially designed to help parents monitor their autistic children from any place on their mobile phones.

4. To write Dr. Bourouis' biography, I also need the following layout.

LAYOUT

I am going to divide my text (Dr. Bourouis' biography) into four distinct parts.

PART (1): Dr. Bourouis' birthplace, family and studies

In this first part, I talk about Dr. Bourouis' birthplace, Tlemcen, and his family. I also talk about his primary, middle and high school years in that same town. Then, I write about his studies at the University of Tlemcen. I mention all the degrees which he got there.

PART (2): Dr. Bourouis' occupation and research fields

In this second part, I talk about Dr. Bourouis' scientific and research interests, and his professional experience.

PART (3): Dr. Bourouis' patents

In this third part, I talk about Dr. Bourouis' inventions and the patents he holds in collaboration with other Algerian inventors.

PART (4): Dr. Bourouis' awards

This part should conclude my biographical text about Dr. Bourouis.

Now, I can write Dr. Bourouis' biography.

I can start like this:

Dr. Abderrahim Bourouis was born in Tlemcen, an old historic town in the west of Algeria. His father

Work with my partner. We exchange ideas and improve our biographical



I think and write.

Task:

Our math, biology, English, history and geography, science and technology teachers want us to design a brochure in English about "Islamic Scientific and Cultural Heritage". The brochure will include a historical introduction (a text accompanied by a timeline), biographies of eminent Muslim scientists and texts describing inventions, innovations and discoveries in various fields. I am going to write the historical introduction to the brochure using some of the information in the timeline below.

1. I need to select five of the most important dates (each belonging to a different century) from the timeline below or from my listening tasks (17 and 19), "I pronounce" (task 5) and "I read and do" (texts 1 and 2). I can reuse some words from the timeline or the tasks but I shouldn't copy whole sentences.

Islamic Scientific and Cultural heritage

TIMELINE

- 707:** The first hospital was built in Damascus, Syria in 707 but the first free public hospital in the modern sense opened in Baghdad during the Caliphate of Harun al-Rashid. Another one followed in Cairo in 872.
- 789-857:** Ziryab (meaning: "Blackbird") came from Iraq to Cordoba, al-Andalus where he opened a beauty parlour and "cosmetology school" for women. He invented new perfumes, underarm deodorants and hairstyles, and introduced the three-meal course (starter, main course and dessert) and crystal glasses (invented by ibn-Firnas) in Spain. He was also a brilliant musician who added a fifth string to the oud.
- 800-873:** Banu Musa brothers (they were three) wrote the "Book of Ingenious Devices" in which they described their inventions, such as the valve, the automatic flute player, the gas mask, the hurricane lamp and the self-feeding oil lamp.
- 810-887:** Abbas ibn Firnas was the first person to make a real attempt to construct a flying machine and fly. He designed a winged apparatus, roughly resembling a bird costume. In his most famous trial near Cordoba in Spain in 875, Firnas flew upward for a few moments, before falling to the ground. A crater on the Moon is named after him.
- 859:** A young princess named Fatima al-Firhi (from Kairouan, Tunisia) founded the first degree-granting university in Fez, Morocco. Her sister Miriam founded an adjacent mosque and together the complex became the al-Qarawiyyin Mosque and University, still operating today almost 1,200 years later.
- 1136-1206:** Al-Jazari (Turkish) wrote a famous book "The Book of Knowledge of Ingenious Mechanical Devices" in which he described 100 mechanical devices. His most important invention was the crank. By converting rotary motion to linear motion, the crank enables the lifting of heavy objects with relative ease. This technology, discovered by Al-Jazari in the 12th century, exploded across the globe, leading to everything from the bicycle to the internal combustion engine.
- 1213-1288:** Ibn al-Nafis was the first physician to discover the pulmonary circulation of the blood. He also wrote books on eye diseases and diet.

2. The following layout will also help me write my introductory text.

LAYOUT

I am going to divide my introduction to the “Islamic Scientific and Cultural Heritage” brochure into five distinct parts or entries, each covering one century.

PART (1): the eighth or the ninth century

In this first part, I write a few sentences (2 to 4) about the most famous scientists, innovations, inventions, discoveries and writings which appeared during this period.

PART (2): the ninth or the tenth century

In this second part, I write a few sentences (2 to 4) about the most famous scientists, innovations, inventions, discoveries and writings which appeared during this period.

PART (3): the tenth or the eleventh century

In this third part, I write a few sentences (2 to 4) about the most famous scientists, innovations, inventions, discoveries and writings which appeared during this period.

PART (4): the eleventh or the twelfth century

In this fourth part, I write a few sentences (2 to 4) about the most famous scientists, innovations, inventions, discoveries and writings which appeared during this period.

PART (5): the twelfth or the thirteenth century

In this fifth part, I write a few sentences (2 to 4) about the most famous scientists, innovations, inventions, discoveries and writings which appeared during this period.

CONCLUSION (1 to 3 sentences)

In the conclusion, I should point to the fact that present day science and technologies are indebted to this Islamic scientific and cultural heritage. We all owe these early Muslim scientists much respect and recognition.

3. I also write my timeline with five entries. Each entry should be devoted to one century (from the 8/9th century to the 12/13th century as in the layout).

4. I work with my partner. We exchange ideas and improve our introduction to the brochure.



Now, I can

I can	Yes 	Example	No 	Support me
name some electronic devices and equipment (microchip, memory card, memory stick, etc.).				
name some surgical instruments and equipment (scalpel, forceps, bone saw, surgical needle, catgut, suture, etc.).				
name some scientific fields of study and research (physics, medicine, optics, surgery, electronics, computer science, etc.).				
name postgraduate degrees (master's, PhD).				
ask and answer biographical questions about famous scientists.				
describe the functioning of a human organ (eye) or that of a scientific device which imitates it (pinhole camera).				
interpret a scientific diagram and understand how it can illustrate and clarify a text.				
transfer information from one format (ID card, timeline, plain text) to another (plain text, biography, table).				
design a timeline with chronological entries.				
organise and sequence biographical information in chronological order.				
identify various types of documents and texts.				
discriminate between some confusing terms (discover/invent; experience/experiment; science/technology).				
make formal and informal requests using the modals "may" and "can".				
use the present simple tense to describe technological devices or inventions.				
use the past continuous tense to talk about one single, longer action/event or two longer simultaneous actions/events in the past.				
use the connector "while" to combine two clauses expressing two simultaneous past actions/events.				
use the relative pronouns "who" and "which" to avoid repetition of information and combine two sentences.				
discriminate and pronounce correctly the consonant sounds (/l/ - /v/).				



I play and enjoy.

I match each picture with its corresponding caption.

Innovating Ideas: Past and Present



1. Scientists can read closed books using technology similar to X-ray vision. (2016)
2. This adhesive sensor can read what's going on in your body based on your sweat. It can replace blood tests and relay medical information to your smartphone. (2016)
3. Instead of extending your arm or using a selfie stick, you can use this new pocket-size drone (Air-Selfie) to help you remotely capture aerial photos and videos. (2016)
4. A reproduction of Andalusian inventor ibn-Firnas flying in his glider at ibn-Battuta Mall, Dubai. (875)
5. Al-Qarawiyyin Mosque and University (Fez, Morocco) opened centuries before Oxford and Cambridge, and is still operating today, almost 1,200 years later. (859–today)





I read for pleasure.

I find the missing words in the diagram to check if I understand the function of al-Jazari's mechanical engineering invention: "the castle clock" ("perhaps the earliest programmable analogue computer").

What an observer sees and hears during the day:

The crescent moon travels from left to right on the frieze, and when in between two doors the upper door opens to reveal a figure of a man. Soon after, the two falcons will tilt forward and spread their wings, and a ball will drop out of their beaks and into the vase. The observer will hear a cymbal like sound, and both falcons will lean back to their original position and close their wings. When the 6th door opens, the musicians will begin to play their instruments: the drummers beat their drums, followed by the trumpeters.

What an observer sees and hears during the night:

At the beginning of night, light will begin to show through the first glass roundel and the crescent moon will again be moving from the left to the right of the observer. When it is midnight, the crescent moon will be between the sixth and seventh door, and the sixth door figure will fall and open the door. This will trigger the mechanism for the musicians to play. They only play twice during the night, at midnight, and at daybreak, which coincides with the opening of the twelfth door.

upper and lower doors
(with figure of a man)

frieze

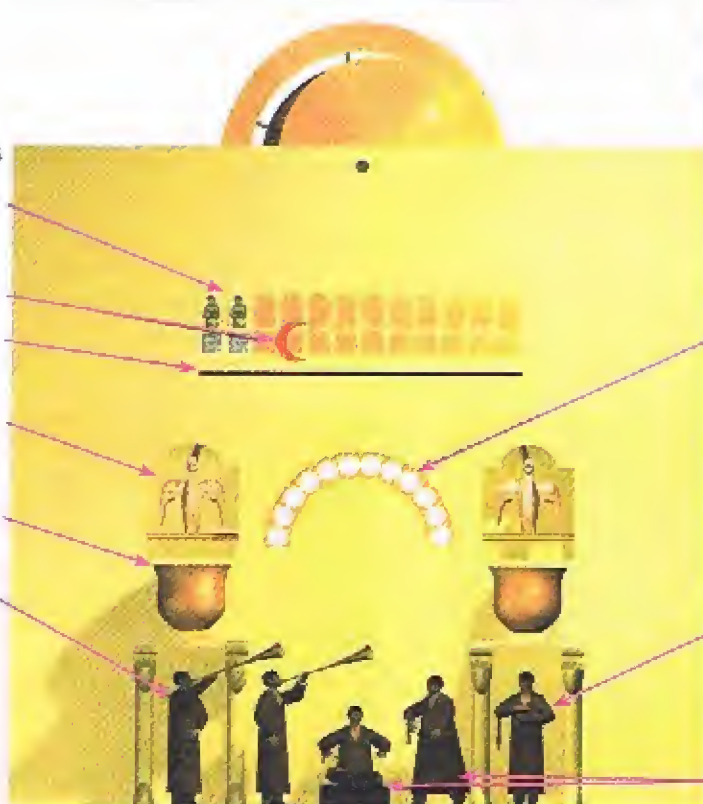
(with cymbal inside)

(two)

roundels

cymbalist

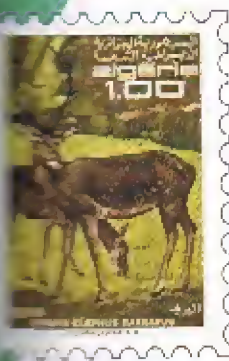
drummers



4

SEQUENCE

ME AND MY ENVIRONMENT



MY THIRD TERM PROJECT

1. My Wildlife Pictionary

I design a two or three-page pictionary with profiles, slogans and visuals of animal and plant species native to the region where I live.

2. My School Environment Litter Survey

I interview my schoolmates to know more about the causes of litter in our school and the adjacent streets and neighbourhood, and the actions/measures that should be taken by all pupils to solve this problem.

Then, I report the results of this survey to my class and display them on the school's notice board using visuals.

I WORK WITH MY PARTNERS

A – To start off

1. We select either our teacher's topic or ours.
2. We select the materials.
3. We agree on the role of each member of the group: who should do what?
4. We decide on the duration of the project preparation.
5. We set a deadline.

B – Building the project

1. We write a plan (outline) and list the tools we need.
2. We organise the information.
3. We add visuals (pictures, diagrams, figures, photos).
4. We decide on the format, the illustrations and how to get information (interview, reading, video, online sources).
5. We write our project.
6. We read it and ask for our teacher's help.

C – Presentation

1. We present our project to our classmates and guests (it can be oral or written).
2. We use a poster, brochure, video, etc.
3. We keep it in our school library, post it on the school blog or website.

SEQUENCE 4

ME AND MY ENVIRONMENT



I listen and do.

Task 1. I listen to the UNESCO representative speaking on BBC radio about biodiversity in Algeria (Part 1) and tick the box next to the name of each national park I hear. The first answer is given (✓).

- | | |
|--|---|
| <input checked="" type="checkbox"/> 1. Belezma National Park | <input type="checkbox"/> 8. Gouraya National Park |
| <input type="checkbox"/> 2. Chrea National Park | <input type="checkbox"/> 9. Hoggar National Park |
| <input type="checkbox"/> 3. Tikjda National park | <input type="checkbox"/> 10. Tassili n'Ajjer National Park |
| <input type="checkbox"/> 4. El Kala National Park | <input type="checkbox"/> 11. Atlas National Park |
| <input type="checkbox"/> 5. Theniet el-Had National Park | <input type="checkbox"/> 12. Mount (Djebel) Aissa National Park |
| <input type="checkbox"/> 6. Aures National park | <input type="checkbox"/> 13. Taza National Park |
| <input type="checkbox"/> 7. Djurdjura National Park | <input type="checkbox"/> 14. Tlemcen National Park |

Task 2. I listen to the text again (Part 1) and check my answers.

Task 3. I listen again to the UNESCO representative speaking on BBC radio (Part 1) and complete the information in the fact file. The first answer is given.

FACT FILE

Algeria's Biodiversity



Continental Location:North Africa.....

Bordering Countries: and

Sea:

Area:, 381,741 square kilometres

Number of National Parks:

Importance of National Parks:

..... and

Reason for establishing National Parks:

.....

Task 4. I listen again to the UNESCO representative (Part 1) and check my answers. Then, I work with my partner. We compare our answers in tasks (1 and 3) and correct each other.

Task 5. I work with my partner and match each of the two words I heard in the text (Part 1) with its corresponding definition from Cambridge Dictionary.

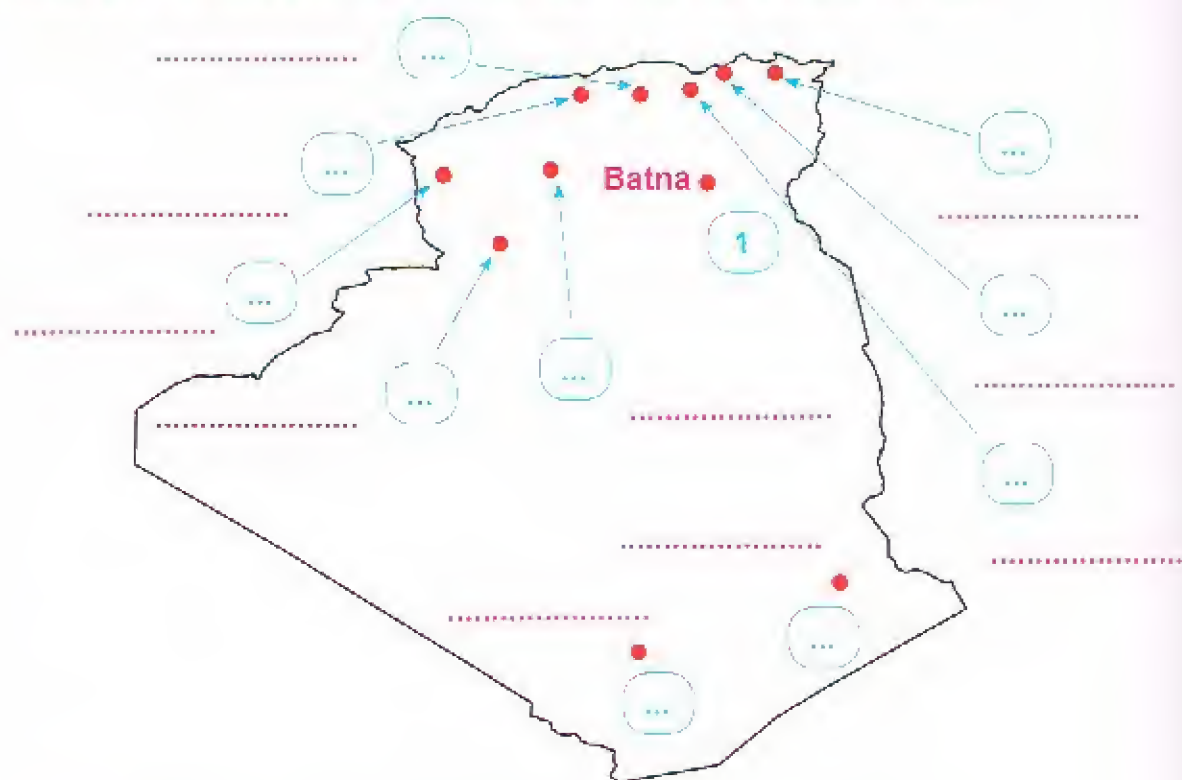
ecosystem
(eco=ecology) +
(system)

(noun) the number and types of plants and animals that exist in a particular area or in the world generally, or the problem of protecting this

biodiversity
(bio=life) +
(diversity=variety)

(noun) all the living things in an area and the way they affect each other and the environment

Task 6. I listen to the UNESCO representative (Part 2) and write down on the map the number (in task 1) corresponding to the name of each Algerian national park I hear and the name of the nearest town. The first answer is given.



Task 7. I listen to the text again (Part 2) and check my answers.

Task 8. I work with my partner. We compare our answers in task (6) and correct each other.

Task 9. I listen to the UNESCO representative (Part 3) explain what "Biosphere Reserves" are and I fill in each gap with the right word I hear.

What is a Biosphere Reserve?

Biosphere reserves are areas including terrestrial, marine and coastal Each reserve gives solutions for the conservation of and prevention of conflicts or problems between man, animals and plants. Biosphere reserves are special places for scientists and researchers to changes and interactions between and ecological systems.

As Algerian national parks have a rich variety of ecosystems, we have turned eight of them into Biosphere Reserves. In Tassili n'Ajjer was the first Algerian park to be designated as a Biosphere Reserve. Then comes El Kala, followed by Djurdjura, Chrea, Taza, Gouraya, Belezma and, finally, Tlemcen Mountains – the last Algerian Biosphere Reserve to be in 2016.

Task 10. I listen again to the UNESCO representative (Part 3) and check my answers. Then, I work with my partner and we correct each other.

Task 11. I listen to the UNESCO representative (Part 4) and complete the table.

	Year of designation as UNESCO Biosphere Reserve	Area	Examples of rare or endangered animal species (fauna)	Examples of rare or endangered plant species (flora)
Belezma National Park 5 sq km	<ul style="list-style-type: none"> • Cuvier's • Dorcas • sheep • 	<ul style="list-style-type: none"> • Atlas
Gouraya National Park 8 sq km	<ul style="list-style-type: none"> • Barbary • • Algerian hedgehog 	
Taza National Park, 807 sq km	<ul style="list-style-type: none"> • macaque • Algerian nuthatch 	
Tlemcen National Park	985..... sq km		<ul style="list-style-type: none"> • The Montpellier maple • The pistachio • The oak • The Thuya

Task 12. I listen again to the text (Part 4) and check my answers.

Task 13. I listen to the text (Part 4) and check my answers again. Then, I work with a group of partners and we correct each other.

Task 14. I listen again to the UNESCO representative (part 4) and write down the English name of each rare or endangered species mentioned in the table (task 11) under its corresponding picture.



.....



.....



.....



.....



.....



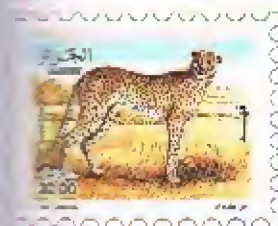
.....



.....

Task 15. I work with my partner. We compare our answers and correct each other.

Task 16. I listen now to the representative of the International Union for Conservation of Nature (IUCN) talking to Algerian journalists about protected animal and plant species in Algeria, and I complete the fact file by ticking the right answer.



FACT FILE
IUCN Red List
Algeria's Protected Species



➤ **Atlas cedar**

IUCN status:	<input type="checkbox"/> extinct	<input type="checkbox"/> vulnerable	<input type="checkbox"/> endangered
Date of inscription:	<input type="checkbox"/> 2003	<input type="checkbox"/> 1913	<input type="checkbox"/> 2013

➤ **Barbary sheep**

IUCN status:	<input type="checkbox"/> extinct	<input type="checkbox"/> vulnerable	<input type="checkbox"/> endangered
Date of inscription:	<input type="checkbox"/> 1996	<input type="checkbox"/> 1968	<input type="checkbox"/> 1986

➤ **Barbary apes/monkeys**

IUCN status:	<input type="checkbox"/> extinct	<input type="checkbox"/> vulnerable	<input type="checkbox"/> endangered
Date of inscription:	<input type="checkbox"/> 1988	<input type="checkbox"/> 2008	<input type="checkbox"/> 1998

➤ **Algerian nuthatch**

IUCN status:	<input type="checkbox"/> extinct	<input type="checkbox"/> vulnerable	<input type="checkbox"/> endangered
Date of inscription:	<input type="checkbox"/> 1994	<input type="checkbox"/> 1984	<input type="checkbox"/> 2014

➤ **Dorcus gazelle**

IUCN status:	<input type="checkbox"/> extinct	<input type="checkbox"/> vulnerable	<input type="checkbox"/> endangered
Date of inscription:	<input type="checkbox"/> 2008	<input type="checkbox"/> 1988	<input type="checkbox"/> 1998

➤ **Cuvier's gazelle**

IUCN status:	<input type="checkbox"/> extinct	<input type="checkbox"/> vulnerable	<input type="checkbox"/> endangered
Date of inscription:	<input type="checkbox"/> 1996	<input type="checkbox"/> 1916	<input type="checkbox"/> 2016

➤ **Saharan cheetah**

IUCN status	<input type="checkbox"/> not evaluated	<input type="checkbox"/> vulnerable	<input type="checkbox"/> endangered
-------------	--	-------------------------------------	-------------------------------------

➤ **Atlas/Barbary lion**

IUCN status:	<input type="checkbox"/> extinct	<input type="checkbox"/> vulnerable	<input type="checkbox"/> endangered
Approximate date of extinction:	<input type="checkbox"/> 1922	<input type="checkbox"/> 1924	<input type="checkbox"/> 1942

Task 17. I listen again to the IUCN representative and check my answers.

Task 18. I work with my partner. We compare our answers and correct each other.

Task 19. I work with my partner and match each of the words I heard in the previous tasks with its corresponding definition from Oxford Dictionary.

vulnerable

endangered

rare

extinct

endemic

wildlife

1. animals or plants existing in very small numbers
2. animals or plants found only in a particular place (native species)
3. weak animals or plants exposed to the possibility of being harmed
4. animals or plants that are seriously at risk of extinction
5. animals or plants that have disappeared or no longer exist
6. animals (and sometimes plants) that live in a natural environment (in the wild)

Task 20. My partner wants to test my knowledge about biodiversity in Algeria. I answer his/her questions using the information in the fact files (tasks 3 and 16), the table (task 11) and tasks (5 and 9). When I finish, we change roles.

My partner: How many National Parks are there in our country?

Me:

My partner: Can you name six of them?

Me:

My partner: And how many Biosphere Reserves are there?

Me:

My partner: Can you name four of them?

Me:

My partner: Which one is nearer to the place where we live?

Me:

My partner: Why has UNESCO created Biosphere Reserves?

Me:

My partner: Can you name four endangered plant and animal species in our country?

Me:

My partner: Can you name one endemic animal species?

Me:

My partner: Can you name one extinct animal species?

Me:

Task 21. Dr. Sian Waters, from the University of Durham in England, has studied the Barbary macaque for the last ten years. I listen to the interview and reorder the jumbled exchanges using numbers from 1 to 6.

Journalist: Is the wildlife trade a local or an international problem?

Dr. Waters: The main threat is development of tourism without thought for the environment. However, illegal trade in Barbary macaques is more dangerous.

Journalist: Your project is involved in educating local communities. How can football games change people's attitude towards macaques?

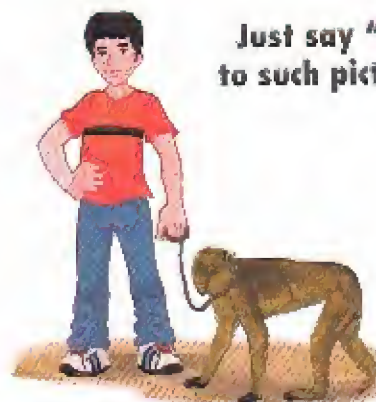
Dr. Waters: It is an international one because many Barbary macaques are smuggled by tourists as pets from Morocco to Europe. We must put an end to this illegal trade of wild animals.

Journalist: Thank you Dr Waters for accepting to answer our questions. Macaques face many dangers. What is the primary threat in your opinion?

Dr. Waters: Traditionally, the macaque is thought of as funny or shameful. So, the football tournament is a way to reward the boys and men of the villages for their change in behaviour: becoming macaque protectors instead of persecutors. Macaques shouldn't be kept as pets or used to entertain people and make money. They should live in the wild, in nature.

Task 22. I listen again to the interview and check my answers. Then, I work with my partner and we correct each other.

**Just say "NO!"
to such pictures.**



Task 23. I listen again to the interview and tick the boxes next to the causes that represent a danger to the lives of Barbary macaques.

- ☐ • illegal trade or trafficking (selling macaques to European tourists as pets)
- ☐ • destruction of their habitat (forests) to develop tourism
- ☐ • lack of awareness among the public who consider the monkey as a pet
- ☐ • hunting
- ☐ • keeping macaques in zoos
- ☐ • macaques are used as a tourist attraction to make money

Task 24. I listen again to the interview and check my answers.

Task 25. I listen again to the interview and tick the boxes next to the solutions proposed by Dr Sian Waters to protect Barbary macaques.

- ☐ • raising awareness of the dangers facing the Barbary macaque among adult villagers
- ☐ • educating children about the protection of Barbary macaques
- ☐ • changing men's and children's behaviour and attitude towards macaques by organizing football tournaments
- ☐ • changing local people from persecutors or enemies of Barbary macaques into their protectors and friends
- ☐ • making people understand that macaques are not pets but wild animals that should live free in their natural habitat (forests and mountains)

Task 26. I listen again to the interview and check my answers. Then, I work with a group of partners. We discuss and correct our answers in tasks (23 and 25).

Task 27. "Eco-Schools" is an international programme that has involved millions of schoolchildren in environmental issues around the world for more than twenty years. I listen to the BBC interview of the UK Eco-School representative (Part 1) and tick the information given by the interviewee.

What is litter?

According to the UK Eco-School representative, litter is:

- | | |
|---|--|
| <input type="checkbox"/> food | <input type="checkbox"/> chewing gum |
| <input type="checkbox"/> plastic bags | <input type="checkbox"/> syringes |
| <input type="checkbox"/> banana skins | <input type="checkbox"/> crisp packets |
| <input type="checkbox"/> rubbish that is in the wrong place | <input type="checkbox"/> a form of pollution |
| <input type="checkbox"/> not natural matter, like tree leaves | <input type="checkbox"/> sweetie papers |
| <input type="checkbox"/> any item left by a person that should not be there | |

Task 28. I listen again to the interview and check my answers. Then, I work with my partner. We compare our answers and correct each other.

Task 29. I listen to the BBC interview of the UK Eco-School representative (Part 2) and underline the right information given by the interviewee.

How long can litter stick around?

According to the UK Eco-School representative:

1. Banana skins will take up to (twenty-two / two) years to rot away.
2. A newspaper can take up to (ten / two) years to rot away.
3. Supermarket plastic bags can last between (ten / two) and (twelve / twenty) years to rot away.
4. Glass bottles and jars, plastic bottles, plastic trays and yogurt pots will (always / never) rot away.



Task 30. I listen again to the interview and check my answers. Then, I work with my partner. We compare our answers and correct each other.

Task 31. I listen to the BBC interview of the UK Eco-School representative (Part 3) and fill in each gap with the corresponding word I hear.

How can litter be dangerous to wildlife?

Well, we found animals killed by swallowing balloons. Many of them are trapped inside cans, bottles and bags. Some are poisoned by butts. Food containers, like crisp packets and plastic bags, can be blown out to sea by the wind. and sea birds will eat them, thinking they are food. Scientists estimate that a birds and 100,000 marine mammals and turtles die every year from plastics.

Task 32. I listen again to the interview and check my answers.

Task 33. I listen again to the BBC interview (Part 3) and write "True" or "False" next to each statement. Then, I correct the "false" statements.

Are there other problems that litter can cause?

1. Careless discarding of cigarettes can cause fires.
2. Careless discarding of glass can cause fires.
3. Forest fires will destroy animal habitat only.
4. Food litter attracts rats only.
5. Rats will spread disease among people and animals.

Task 34. I listen again to the interview and check my answers. Then, I work with my partner. We compare and correct answers in tasks (31 and 33).

Task 35. I listen to the BBC interview (Part 4) and circle the right number of recommendations made by the interviewee.

a. four

b. six

c. five

Task 36. I listen again to the interview and check my answer.

Task 37. I listen again to the BBC interview (Part 4) and number the recommendations given below, following the order mentioned by the interviewee. One of these recommendations is missing.

- ☐ • Classes can put up posters inside and outside school or make a display on the notice board to remind everyone of the dangers and damage that litter can cause to the environment in general.
- ☐ • Organize "litter patrols" at school: each class should take it in turn to pick litter on the school grounds throughout the week.
- ☐ • Put your rubbish in a bin; if there isn't one near, put it in your pocket until you find one or take it home.
- ☐ • Use reusable bags ("bags for life").
- ☐ • The three "Rs": Reduce; Reuse; Recycle.



Task 38. I listen again to the interview and check my answers.

Task 39. I listen again to the BBC interview (Part 4) and fill in each gap with the right word I hear to complete the missing recommendation made by the interviewee.

What should schoolchildren do to raise awareness of the litter problem among their community?

Schoolchildren raise awareness of this litter problem among their community by talking about its and to their friends school, their family and, and also to their in the place where they live, whether in or in Young people can be more than adults. We shouldn't forget that!

Task 40. I listen again to the interview and check my answers. Then, I work with a group of partners. We discuss our answers in tasks (35, 37 and 39). Then, we correct each other.

Task 41. My partner and I are talking about the international echo-schools programme and the problem of litter in the place where we live to see if we can do something about it in our own school.

So, I answer his/her questions using some of the information I learnt from the BBC interview of the UK Eco-Schools representative.

My partner: Where do you often see litter in (*name the place where you live*)?

Me: (*market place; bus stops; outside supermarkets or fast foods; etc.*)
.....

My partner: What kind of litter can we find in or around our school?

Me:

My partner: What sorts of problems can this litter cause?

Me: (*problem 1*).....

(*problem 2*).....

(*problem 3*).....

My partner: What can our school do to help solve this environmental problem?

Me: (*solution 1*).....

(*solution 2*).....

(*solution 3*).....

My partner: If you drop litter in a public place in England, the police will make you pay a fine of between £50 and £80, and a school that doesn't pick litter on its grounds can be fined up to £2,500. What do you think of this solution?

Me:
.....

Task 42. I change role with my partner. He/She should give answers different from mine.



MY PRONUNCIATION TOOLS

1. Pronunciation of the consonant sounds /ʒ/ and /dʒ/

a. I listen and repeat.

/ʒ/ ➔ genre – leisure – television – conclusion – equation – usually
massage – beige

/dʒ/ ➔ general – jackal – journalist – jar – Algeria – endangered – pigeon
hedgehog – packaging – education – syringe – damage – village
language

b. I listen and repeat each pair.

/ʒ/	/dʒ/
leisure	ledger
pleasure	pledger
lesion	legion
massage	message
beige	badge



- ➔ /ʒ/ is usually (but not always) spelled “s” or “g”. It is rarely spelled “r” (as in “equation”).
- ➔ /dʒ/ is usually spelled “j” or “g”. It can also be spelled “d” (as in “individual”).
- ➔ The consonant sound /dʒ/ is more frequent in English than the consonant sound /ʒ/.

2. Silent letters: "k", "w", "h", "t"

I listen and repeat.

- Silent letter "k": know – knew – known – knowledge – knife – knock – knee
- Silent letter "w": write – wrote – written – wrong – wrist – sword – playwright
- Silent letter "h": hour – honest – diarrhoea – Thailand – what – white
- Silent letter "t": listen – castle – whistle – nestle – wrestle – Christmas

- "K" is usually silent (not pronounced) when it is in initial position (the first letter in the word) and followed by "n".
- "W" is usually silent (not pronounced) when it is in initial position (the first letter in the word) and followed by "r".

EXCEPTIONS: "sword" – "playwright"

3. Intonation in questions

- a. "Wh-Questions": falling intonation (↘)
I listen and repeat.

1. What is the primary threat in your opinion? ↘
2. How can litter be dangerous to wild life? ↘

- b. "Yes-No Questions": rising intonation (↗)
I listen and repeat.

1. Is the wildlife trade a local or an international problem? ↗
2. Are there other problems that litter can cause? ↗

PUT THE YOU KNOW WHAT



IN THE YOU KNOW WHERE

DEFINITION: What is intonation?

Intonation is the way my voice rises (goes up) or falls (goes down) when I speak. This rise and fall in my voice affects the meaning of what I say.

➔ Wh-Questions

- Wh-questions are questions that begin with a (wh-) word, such as “what”, “when”, “where”, “why”, “who”, “which”, “whose” and “how”.
- Wh-questions cannot be answered by “yes” or “no”.
- The intonation of wh-questions is normally falling. (↘)

➔ Yes-No Questions

- Yes-No questions are questions that begin with an auxiliary, such as “do”, “be”, “have” or a modal verb like “can”, “should” and “must”.
- Yes-No questions are answered by “yes” or “no”.
- The intonation of yes-no questions is normally rising. (↗)



Respect yourself.

Respect others.

Respect your environment.

Please! Put your litter in the bin.



Be cool. Don't litter



I pronounce.

Task 1. I listen and tick the correct pronunciation of the letters in bold.

a. When I start my revision for an exam, I usually forget all about **leisure**.

☐ /dʒ/

☐ /ʒ/

b. Environmental projects, like litter management, should be part of **educational** programmes in all Algerian schools.

☐ /ʒ/

☐ /dʒ/

c. Our environment is more valuable than any treasure. We must make the right decisions and take preventive and repressive measures to preserve it.

☐ /dʒ/

☐ /ʒ/

Task 2. I listen again and check my answers.

Task 3. I listen and match together the words that rhyme. Then, I match each rhyming pair with its corresponding phonetic symbol (/dʒ/ – /ʒ/). An example is given.

cage danger explosion carriage evasion casual	<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; background-color: #f08080; display: flex; align-items: center; justify-content: center; margin: 0 auto 10px auto;">/dʒ/</div> <div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; background-color: #ffff00; display: flex; align-items: center; justify-content: center; margin: 0 auto;">/ʒ/</div>	implosion marriage visual invasion page stranger

Task 4. I listen again and check my answers.

Task 5. I work with my partner. We read "My Pronunciation Tools (1)" and correct each other's answers in tasks (1 & 3).

Task 6. I listen and tick the box corresponding to the pronunciation of the letter in bold type in each word.

1.	Pronounced	Silent
honour	<input type="checkbox"/>	<input type="checkbox"/>
knuckle	<input type="checkbox"/>	<input type="checkbox"/>
fastener	<input type="checkbox"/>	<input type="checkbox"/>
where	<input type="checkbox"/>	<input type="checkbox"/>
honesty	<input type="checkbox"/>	<input type="checkbox"/>
knit	<input type="checkbox"/>	<input type="checkbox"/>
Thames	<input type="checkbox"/>	<input type="checkbox"/>
rhinoceros	<input type="checkbox"/>	<input type="checkbox"/>

2.	Pronounced	Silent
cheetah	<input type="checkbox"/>	<input type="checkbox"/>
whale	<input type="checkbox"/>	<input type="checkbox"/>
two	<input type="checkbox"/>	<input type="checkbox"/>
why	<input type="checkbox"/>	<input type="checkbox"/>
writer	<input type="checkbox"/>	<input type="checkbox"/>
knot	<input type="checkbox"/>	<input type="checkbox"/>
when	<input type="checkbox"/>	<input type="checkbox"/>
wrap	<input type="checkbox"/>	<input type="checkbox"/>

Task 7. I listen again and check my answers.

Task 8. I work with my partner. We read again "My Pronunciation Tools (2)" and correct each other's answers in task (6).

Task 9. I listen and mark the intonation of each question: ↘ or ↗.

Interview Questions

Question 1: Was there a waste-paper basket in your classroom when you were at primary school?

Question 2: Were there any litter bins in your schoolyard or playground?

Question 3: Are there any recycling bins in your neighbourhood?

Question 4: What materials make up most of your family's rubbish?

Question 5: How many plastic rubbish bags does your family throw away every day?

Question 6: What kinds of waste material can be recycled?

Task 10. I read "My Pronunciation Tools (3)", listen again to the interview questions and correct the intonation with the help of my partner.

Task 11. I write my personal answers to the six questions in task (9).

Task 12. I work with my partner. We act out the interview in task (9). We correct each other's pronunciation and change roles.

MY GRAMMAR TOOLS

1. Expressing obligation

a. Expressing "strong" obligation using "must"

- ➔ To talk about something that has to be done because it is compulsory or obligatory (strong obligation), I use: "must + V (stem)".

eg: We **must** *put* an end to this illegal trade of wild animals.

The country's environmental authorities and Algerian people themselves **must** *protect* all animal and plant species.

"Must": Interrogative and Affirmative (Positive) Forms

Interrogative form: "Must + S + V ...?"

eg: Must we punish those who break the law?

Affirmative form: "must + V"

eg: Litter louts must be punished.

Negative Form: "mustn't + V"

- ➔ To talk about what is not permitted (not allowed), I use "mustn't + V (stem)".

The negative form of "must" expresses **prohibition**, not obligation.

eg: We mustn't leave litter on the beach.

b. Expressing "mild" obligation using "should"

- ➔ To express "mild" (less strong or weak obligation), I use: "should + V (stem)".

eg: Schoolchildren **should** *raise* awareness of this litter problem among their community.

"Should": Positive, Negative and Interrogative Forms

Positive form: "should + V (stem)"

eg: People's attitude towards wildlife should change.

Negative form: "shouldn't + V (stem)"

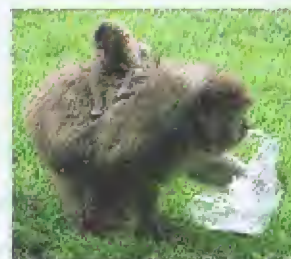
eg: You shouldn't forget to pick up your litter after a picnic.

Interrogative form: "should + S + V ...?"

eg: Should we keep watching careless people throw litter everywhere and do nothing?

2. Giving advice and making recommendations using the imperative

- ➔ To make recommendations or give advice to someone, I can use the imperative: "V (stem)".
 - eg: **Put** your rubbish in a bin.
 - Use** reusable bags ("bags for life").
 - Be** responsible.
- ➔ To form the negative, I use "Do not/Don't + V (stem)".
 - eg: **Do not/Don't** litter.
 - Don't** use plastic bags.



3. The Present Perfect Tense with "for" and "since"

- ➔ To talk about an action/activity, an event or a situation that started in the past and continue to the present, I use the present perfect tense:
 - "have/has + past participle"
 - eg 1. I **have lived** in this house *since* 2010.
(= I still live in the same house today, in 2017.)
 - eg 2. I **have lived** in this house *for* seven years.
(= I still live in the same house today, in 2017.)
- ➔ I use "**have**" with (I, we, you, they) and "**has**" with (he, she, it).
- ➔ The past participle form of regular verbs is "V + ed". (eg: to live → lived)

a. Using the present perfect tense with "since"

- ➔ "Since" is a preposition of time which indicates a previous point in time (a fixed time in the past), such as "2010", "Monday", "June 1st", "2:30", etc.
 - eg: The Atlas cedar has become an endangered species **since** 2013.

b. Using the present perfect tense with "for"

- ➔ "For" is a preposition of time which indicates a period of time, such as "seven years", "two days", "three weeks", "two hours", etc.
 - eg: Dr Sian Waters has studied the Barbary macaque **for** ten years.

The Present Perfect Tense: Positive and Negative Forms

Positive form: "have/has + past participle"

eg: Barbary macaques have lived in North Africa for a long time.

Negative form: "haven't/hasn't + past participle"

eg: He hasn't received any email from his English friend since last Monday.

The Present Perfect Tense: Interrogative Form

To ask about the duration of an action/activity or an event, I use the question words "**How long**" + have/has + S + past participle ...?

eg: **Question:** **How long** have you worked as an ecologist?

Answer (1): Since last September.

Or **answer (2):** For eight months.

4. The Comparative of Superiority

Comparative adjectives

➔ To compare two persons, objects or animals, I use adjectives.

- Comparative adjectives can be **short** (= 1 or 2 syllables).

eg: big; tall; cold; hot (one syllable)

eg: happy; easy; funny (two syllables)

- Comparative adjectives can be **long** (= + 2 syllables).

eg: dangerous; important; expensive

a. Short adjectives

➔ When I use short adjectives to compare two persons, objects or animals, I write the adjective like this: (adjective + "er") + than ...

eg: Gouraya National Park is **smaller than** Belezma National Park.

b. Long adjectives

➔ When I use long adjectives to compare two persons, objects or animals, I write the adjective like this: (more + adjective) + than ...

eg: Glass and plastic bottles are **more** dangerous to the environment **than** fruit waste.

Irregular Adjectives

➔ Some short comparative adjectives have irregular forms:

Adjective

good

bad

many/much

little

far

old

Irregular Comparative Form

better

worse

more

less

farther/further

older/elder

Comparative Adjectives: Spelling Rules

- ➔ **RULE 1:** Drop final "e" in short adjectives.
eg: rare~~er~~ – large~~er~~ – nice~~er~~
- ➔ **RULE 2:** Change final "y" into "i" in short adjectives with two syllables.
eg: easy → easier
happy → happier
funny → funnier
COMPARE: shy → shyer (one syllable)
- ➔ **RULE 3:** Double the final consonant in short adjectives (with one syllable) if this consonant is preceded by one vowel.
eg: hot → hotter
big → bigger
fat → fatter
slim → slimmer

5. Discourse/Sentence Connectors

a. Using "as" and "because" (cause/reason)

- ➔ To express cause or reason, I can use the connectors: "as" or "because".
eg: **As** there are no strict measures against litter louts, streets and public places will remain covered with litter.
eg: Wildlife trade is an international problem **because** it affects all countries.

b. Using "so" and "therefore" (consequence/result)

- ➔ To express consequence or result, I can use the connectors: "so" or "therefore".
eg: The Tlemcen Mountains Biosphere Reserve is home to a diverse flora with over 1,130 species. **So**, this reserve needs great care.
eg: Many Algerian species have been added to the red list of our organization (IUCN) as vulnerable or endangered. **Therefore**, the country's environmental authorities and Algerian people themselves must protect them.



I practise.

Task 1. I match each sign with its corresponding text. An example is given.



1. No tree cutting in this area!

2. No littering in this area!

3. No swimming in this area!

4. No fishing in this area!

5. No hunting in this area!

6. No flower picking in this area!

7. No throwing of matches, cigarette butts or glass bottles in this area!



Task 2. What do all the preceding signs (task 1) express?

I tick the box next to the correct answer.

☐

Obligation

☐

Prohibition

Task 3. I rewrite each of the preceding texts (task 1) using "mustn't" or "shouldn't", as in the example:

- Text 7 (original): "No throwing of matches, cigarette butts or glass bottles in this area!"
- Text 7 (rewritten): When we see this sign, we (mustn't / shouldn't) throw matches, cigarette butts or glass bottles in this area.

Task 4. I work with my partner. We read again "My Grammar Tools (1)" and compare our answers in tasks (1, 2 and 3). Then, we correct each other.

Task 5. I use the information I learnt about wildlife and my environment in listening tasks to answer the following questions about the signs and texts in task (1). Answer (7) is given as an example.

Text 7/Question 7: Why is it forbidden to throw matches, cigarette butts or glass bottles in this area?

It is forbidden to throw matches, cigarette butts or glass bottles in this area because this can provoke forest fires.

Text 1: Why is it forbidden to cut trees in this area?

Text 2: Why is it forbidden to throw litter in this area?

Text 3: Why is it forbidden to swim in this area?

Text 4: Why is it forbidden to fish in this area?

Text 5: Why is it forbidden to hunt in this area?

Text 6: Why is it forbidden to pick flowers in this area?

Task 6. I match each traffic sign with its corresponding text. An example is given.



1. Kiwis crossing the road!

2. Cows crossing the road!

3. Sheep crossing the road!

4. Koalas crossing the road!

5. Reindeer crossing the road!

6. Kangaroos crossing the road!

7. Rhinoceros crossing the road!

8. Dromedaries crossing the road!



Task 7. What do all the preceding signs (task 6) express?
I tick the box next to the correct answer.

☐

Mild Obligation

☐

Strong Obligation

Task 8. I rewrite each of the preceding texts in task (6) using "must" or "should" as in the example:

- Text 3 (original): "Sheep crossing the road!"
- Text 3 (rewritten): **a.** Sheep can cross the road.
b. Motorists (must / should) slow down.

Task 9. I combine each pair of sentences I have written in task (8), using the connectors "therefore/so" and "because/as" to express both cause and consequence, as in the example:

- Text 3 (rewritten): **a.** Sheep can cross the road.
b. Motorists (must / should) slow down.
- Text 3 (sentences combined):
Cause/Reason:
– **As** sheep can cross the road, motorists (must / should) slow down.
– Motorists (must / should) slow down **because** sheep can cross the road.
Consequence/Result:
– Sheep can cross the road. **Therefore/So**, motorists (must / should) slow down.

Task 10. I work with a group of partners. We read again "My Grammar Tools (1 and 5)" and compare our answers in tasks (5, 6, 7, 8 and 9). Then, we correct each other.

Task 11. I rewrite each of the texts in task (1) using "the imperative" as in the example:

- Text 7 (original): "No throwing of matches, cigarette butts or glass bottles in this area!"
- Text 7 (rewritten): **Do not/Don't** throw matches, cigarette butts or glass bottles in this area.

Task 12. I rewrite each of the following sentences using "the imperative". The first one is given.

1. You must slow down.
2. You mustn't litter.
3. You must respect your environment.
4. You must be responsible.
5. You mustn't harm animals.
6. You must keep Algeria clean and tidy.

Slow down.....
.....
.....
.....
.....
.....

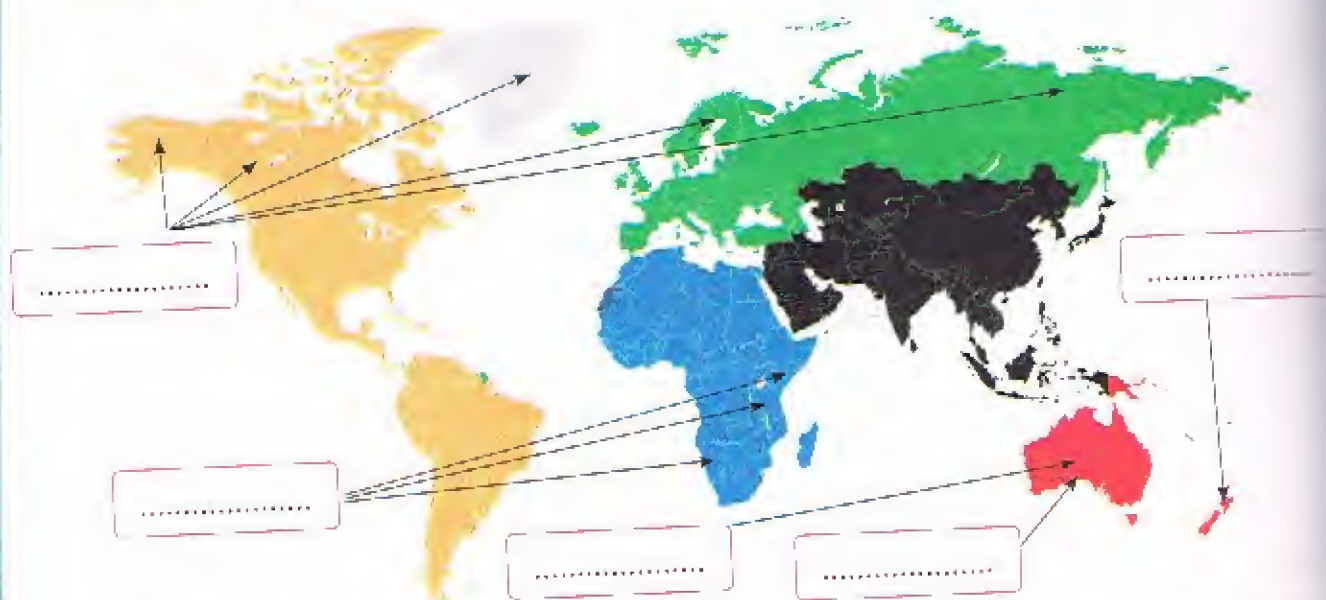
Task 13. I write five recommendations (using "the imperative" as in task 12) that will be included in my school eco-charter.

DOs

DON'Ts

Task 14. I work with my partner. We read again "My Grammar Tools (2)" and compare our answers in tasks (11, 12 & 13). Then, we correct each other.

Task 15. I use the information in task (17) to complete each box with the appropriate name of the animal from the list: black rhinoceros; reindeer; kiwi; koala; tree kangaroo.



Task 16. I write the appropriate heading for each column: "since" or "for".

- last month / January 23rd
- my childhood / my last birthday
- yesterday / 14:00 pm

- a month / many years
- a long time / five minutes
- two centuries / twelve hours

Task 17. I fill in each gap with "since" or "for" and write the correct form of the verbs in italics between brackets.

- The IUCN (*list*) some Australian tree kangaroos as threatened species four years.
- Many wildlife organizations, such as the World Wildlife Fund (WWF), (*consider*) the Australian Koala as a vulnerable species 2014.
- Native to Africa (Kenya, Tanzania, Namibia), the black rhino (*be*) on the IUCN red list of critically endangered species almost thirty-two years.
- Wild dogs and ferrets (*endanger*) the life of New Zealand's kiwi a number of years.
- Reindeer are vulnerable species that (*live*) in Siberia, Mongolia, Finland, Norway, Greenland, Canada and Alaska the beginning of time.

Task 18. I ask questions on the underlined words in task (17) using the question words "How long" as in the example:

Sentence: Algeria has been a member of UNESCO since 1962.

Question: How long has Algeria *been* a member of UNESCO?

Task 19. I use the graded IUCN list to compare the dangers facing Algerian animal and plant species. I put the adjectives between brackets in the correct form as in the example:

- a) The dangers facing the Tassili/Saharan cypress tree or "tarout" are *(important)* those facing the pine tree in the North.
- b) The dangers facing the Tassili/Saharan cypress tree or "tarout" are **more important than** those facing the pine tree in the North.



threatened



Atlas deer



Barbary sheep



vulnerable



Dorcas gazelle



Cuvier's gazelle



endangered



Atlas cedar



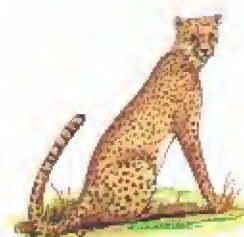
Algerian serval



critically endangered



Numidian fir tree



Saharan cheetah

Dangers Facing Algerian Fauna and Flora

1. The dangers facing the Algerian/Numidian fir tree are *(critical)* those facing the Atlas cedar.
2. The dangers facing Dorcas gazelle are *(serious)* those facing the Atlas deer/stag.
3. The dangers facing the Saharan cheetah are *(grave)* those facing the Algerian serval.
4. The dangers facing Cuvier's gazelle are *(great)* those facing Barbary sheep.

Task 20. I use the adjectives (big; heavy; resistant) to compare the animals (reindeer/rhinoceros; ostrich/kiwi; dromedary/horse) in the pictures and write three sentences as in the example:

eg. *The giraffe is taller than the zebra.*



resistant



big



heavy

Task 21. I work with a group of partners. We read again "My Grammar Tools (3 & 4)" and compare our answers in tasks (15, 16, 17, 18, 19 & 20). Then, we correct each other.

Task 22. I match each word with its corresponding definition adapted from Oxford dictionary. One answer is given.

- dustman
- dust cart
- dustbin/rubbish bin
- (household) rubbish
- (rubbish) dump
- litter
- litter bin
- litter lout

- place outside town where rubbish is taken and left
- person who removes rubbish from outside houses
- a container in the street to put rubbish in
- a person who leaves litter in public places
- paper, cans and bottles left in a public place
- vehicle for collecting rubbish from outside houses
- things we throw away because we don't need
- large container with a lid for household rubbish

Task 23. I use the vocabulary I learnt in task (22) to complete the name of each item in the pictures.



.....



.....



.....



I read and do.

Task 1. I read text (1) and fill in the "Bibliographical Notes". Then, I answer the questions in the "Reading Notes".

Bibliographical Notes

- Type of text:
 - a. descriptive
 - b. argumentative
 - c. prescriptive
- Type of document:
 - a. email
 - b. press article
 - c. web article

Reading Notes

1. Give a title to the text.
2. How many paragraphs are there in the text?
3. Why should Scottish pupils learn about litter? List the reasons.
4. In which paragraph is it mentioned that the school environment also includes the local neighbourhood?
5. Why have many Scottish schools rewarded their pupils?
6. What or who do the words in bold type refer to in the text?
7. What lesson have Scottish pupils learnt from cleaning up the local neighbourhood?
8. Should Scottish pupils think of litter picking as a kind of chore? What is the writer's opinion?
9. Do you think that picking up litter in school or in the streets isn't a good thing to do? Discuss with your class.

WHY LEARN ABOUT LITTER?

There are health risks associated with litter, such as the carriage of disease to young children. Litter ruins the look of our environment, kills wildlife and causes fires. Discarded food, such as apple cores and banana skins, attracts rats and mice. Knowing this will change the behaviour of people in Scotland for generations to come, ensuring that we keep Scotland beautiful.

LITTER IN SCHOOL

A playground that is covered in litter makes parents and visitors think that pupils don't care about the buildings, the grounds or each other. If children work and play in a littered school, it doesn't encourage **them** to put their own rubbish in the bin. Many schools have given rewards to pupils **who** have helped with tidying **their** classrooms or schoolyard at the end of the day.

LITTER IN THE COMMUNITY

Pupils often involve themselves in working with neighbourhood residents to clean up these areas just beyond the school gates and local streets adjacent to the school site. **They** should regard litter clearing as a positive environmental action – not as a punishment. **They** should also understand that litter prevention improves the environmental quality of the school and **its** neighbourhood. In many Scottish towns and villages, pupils have conducted a litter pick in neighbouring streets and asked the council to add more bins. Organising a regular litter pick in the community gives young people an understanding that the litter problem and putting litter in the bin doesn't just happen in school but should happen everywhere.

Adapted from:

<http://www.keepsotlandbeautiful.org>

Task 2. I read text (2) and fill in the "Bibliographical Notes". Then, I answer the questions in the "Reading Notes".

Bibliographical Notes

- Title:
- Author:
- Source:
- Date of publication:
- Type of document:
 - ☐ blog page
 - ☐ excerpt from a book
 - ☐ web article



In Search of the Elusive Saharan Cheetah

Sarah Durant, Zoological Society of London
January 28, 2015

I am travelling through the magnificent red mountains and sandy plains in the Hoggar National Park in south central Algeria, with my PhD students, Farid Belbachir and Amel Belbachir-Bazi. We're setting up the first surveys of cheetahs here.

The Saharan cheetah is classed as a separate subspecies – *Acinonyx jubatus hecki*. It is a carnivorous mammal with an average lifespan of 10-12 years. It has a more "doglike" face with a pointed muzzle and sharp facial features compared with its sub-Saharan relatives – who appear distinctly round-faced and thick necked in comparison.

Surveying these immense landscapes is not an easy job. We used 40 camera traps, each 10km apart, to cover a total area of 2,600km². After 2-3 months, we were successful in capturing 32 precious photographs suggesting that the Saharan cheetah were also likely to be nocturnal, unlike their largely diurnal sub-Saharan cousins.

There has been a dramatic decline in Saharan wildlife over the course of the 20th century. Today, only 250 Saharan cheetah are thought to remain, and the subspecies is listed as Critically Endangered by IUCN. The future of the Saharan cheetah hangs in the balance. Surely we will lose something of the magic of the spectacular landscapes of the Sahara if we allow the cheetah to disappear.

Adapted from:

<http://voices.nationalgeographic.com>

Reading Notes

1. Give another title to the text.
2. What or who do the words in bold type refer to in the text?
3. Can you guess the meaning of the two underlined opposites in § (3)?
4. Is the 1st paragraph argumentative or narrative? Why?
5. Is there any descriptive paragraph in the text? Explain.
6. Why is the Saharan cheetah listed as a critically endangered species?
7. What does the author think about the future of the Saharan cheetah?

Task 3. I complete the Saharan cheetah's profile.

PROFILE

Common Name:

Scientific Name:

Classification:

Diet:

Lifespan:

Habitat:

Physical Features:

IUCN Status:



I learn to integrate.

Task:

Our school has applied to become a member of the International Eco-School Programme. Therefore, I am going to write a list of ten eco-principles that should be discussed by my class and included in our "School Eco-Charter". The "School Eco-Charter" is a document that lists all the fundamental principles related to the clearing of the environment from litter and the protection of endangered animal and plant species in my country.

1. To write these ten eco-principles, I need to fill in the missing information in the following table:

KNOWLEDGE	SKILLS	ATTITUDES
<ul style="list-style-type: none"> ■ Lexis related to UNESCO Biosphere Reserves and National Parks (ecosystems and biodiversity) ■ Lexis related to threatened or endangered plant species ■ Lexis related to threatened or endangered animal species ■ Lexis related to litter as an environmental issue in and outside school (causes, consequences and solutions) ■ The imperative mode 	<ul style="list-style-type: none"> ■ Expressing obligation (strong and mild) ■ Expressing prohibition ■ Making recommendations ■ Comparing and evaluating 	<ul style="list-style-type: none"> ■ Valuing the richness of national biodiversity and the importance of its preservation ■ Valuing a clean, healthy, rural and urban school environment, and the importance of its conservation ■ Raising teenagers' awareness of vital local and national environmental issues, seeking a change in their attitude towards these issues ■ Raising teenagers' awareness of global, international environmental issues ■ Sharing responsibility (as future citizens) with their community through collaboration and cooperation

2. To write my eco-principles, my listening tasks, my "Grammar Tools", "I practise" tasks, my reading texts and the guideline below will also help me.

Guideline

1. Each of my ten eco-principles should deal with one specific aspect, which should be different from the other principles.
2. One of these principles should deal with the protection of endangered national plant species (flora).
3. Another one of these principles should deal with the protection of endangered national animal species (fauna).
4. Another one of these principles should deal with the protection of my school environment (the school itself and adjacent neighbourhood) from litter.
5. Another one of these principles should deal with the protection of my local environment (the neighbourhood, the town, city or village where I live) from litter.
6. Another one of these principles should insist on the fact that protecting the environment in my school, my community and country is a way of participating in the global effort to protect and save Planet Earth.
7. Some principles should be devoted to the suggestion of various actions that can be taken by my schoolmates and me to preserve our environment (local and national).
8. These principles can be formulated using obligation, prohibition or recommendations.



3. Now, I can write my ten eco-principles.

My Ten Eco-Principles

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Think Green Think Tidy

This is **YOUR** school
This is **YOUR** home
This is **YOUR** country

PLEASE

Keep it **GREEN**. Keep it **CLEAN**.

KEEP IT BEAUTIFUL!

4. I work with my partner. We exchange ideas and improve our writings.



I think and write.

Task:

My school is organizing an eco-poster display at the local Cultural Centre in my Wilaya to celebrate "Earth Day". I have decided to design an eco-poster about a threatened native animal (Barbary deer) to raise public awareness of the urgent need to protect such animals in our country. My poster should comprise: a descriptive text about this animal, a list of the threats facing this animal, a catchy slogan and photos of this animal.

1. I need the following profile to write my text about the Barbary deer and the list of the threats facing this animal.

PROFILE

Common Name: Barbary/Atlas deer or stag
Scientific Name: *Cervus elaphus barbarus*
Classification: Mammal
Diet: Herbivore
Weight: 100-250 kg
Lifespan: 10-14 years
Habitat: native to North Africa (Atlas forests)
Physical Features: smaller than European red deer; dark brown colour with white spots on its back and flanks; males have antlers.
Status: threatened
Threats: hunting (poaching); forest fires; construction of roads and residential areas; traffic accidents; deforestation (tree cutting)



2. I also need the information from my listening tasks, "My Grammar Tools", "I Practise" tasks and my reading texts.
3. I can now design my eco-poster for "Earth Day" celebration in my Wilaya.

My Earth Day Eco-Poster

1. Do you know the Barbary deer?
(This is my presentation text)

PHOTO

2. Why is the Barbary deer a threatened species today?
(This is my list of threats)

PHOTO

3. Example of slogan:
"Protect the Barbary deer or you won't see it alive again!"



4. I work with my partner. We exchange ideas and improve our posters.



Now, I can

I can	Yes 	No 	Support me
name different kinds of trees in my country.			
name different kinds of wild animals in my country and other countries in the world.			
name different kinds of National Parks and Biosphere Reserves in my country.			
ask and answer questions about biodiversity and how to preserve it (Biosphere Reserves).			
ask and answer questions about school environment (causes and consequences of litter) and how to keep it clean and tidy.			
locate Algerian national parks on a map and learn about some of the threatened plant and animal species that live there.			
locate on the world map the countries where some endangered animals live.			
use lexis related to litter/rubbish.			
interpret a graded system of classification (IUCN) to understand the level/degree of danger to wildlife and identify its protection status.			
use IUCN graded system of classification to compare and evaluate the various degrees of threats or dangers to wildlife.			
interpret warning signs related to the protection of the environment.			
interpret traffic signs related to the protection of animals against road accidents.			
write an animal profile.			
design an eco-poster.			
use "must" to express strong obligation and "should/shouldn't" to express mild obligation.			
use "mustn't" to express prohibition.			
use the imperative mode to give advice or make recommendations.			
use the present perfect tense with "since" and "for".			
use "how long" to ask questions about duration.			
use short and long adjectives to compare.			
use the connectors "as/because" to express cause/reason.			
use the connectors "so/therefore" to express consequence/result.			
pronounce the sounds /ʒ/ and /dʒ/.			
identify silent letters "k", "w", "h", "t" in some words.			
ask questions with the appropriate intonation.			



I play and enjoy.

1. What do the following organizations do? I match to find out the answer.

Created officially in 1979 in Holland, it is an independent, campaigning organisation which uses non-violent, creative confrontation to expose global environmental problems, and to force the solutions which are essential to a green and peaceful future.



Created in 1961 in Switzerland, it is a non-governmental organization whose mission is to stop the degradation of our planet's natural environment, and build a future in which people live in harmony with nature.

Greenpeace

WWF

2. Let's sing a song!

What A Wonderful World

*I see trees of green, red roses too
I see them bloom for me and you
And I think to myself what a wonderful world.*

*I see skies of blue and clouds of white
The bright blessed day, the dark sacred night
And I think to myself what a wonderful world.
The colors of the rainbow so pretty in the sky
Are also on the faces of people going by*

*I see friends shaking hands saying how do
you do
But they're really saying I love you.*

*I hear babies cry, and I watched them grow
They'll learn much more than I'll ever know
And I think to myself what a wonderful world.
Yes, I think to myself what a wonderful world.*

Louis Armstrong

3. Word Search: How many names of Algerian trees and animals have I learnt in this sequence? I search the grid for the names of five trees and five animals. One answer is given.



M	H	E	D	G	E	H	O	G	T
A	R	S	C	H	E	E	T	A	H
P	I	S	T	A	C	H	I	O	U
L	T	U	J	A	C	K	A	L	Y
E	F	I	R	H	G	E	E	T	A
M	A	C	A	Q	U	E	O	A	K



I read for pleasure.

Text. I read the text to understand what my country has done to preserve the environment. Then, I complete the reading notes.

Algeria: Environmental Issues

Algeria is more advanced in nature conservation than its neighbours Morocco or Tunisia, with a comprehensive environmental law that includes nature conservation, a system of protected reserves and parks, and universities and institutions with specialized training in conservation. Overall, about 24 percent of the country is within the protected area system. National parks, including the giant Tassili n'Ajjer National Park in the south-eastern corner of the country, comprise a large proportion of this total.

The effects of Algeria's human population on the fragile environment have been severe. The greatest ecological threats are deforestation and burning of scrub vegetation, conversion of steppe habitat to cultivated land, and soil erosion due to overgrazing by sheep. In addition, desertification caused by the steady progress of the Sahara poses a constant ecological and environmental menace.

Pollution of Mediterranean coastal waters is a real problem. Therefore, Algeria has obliged itself to cooperate with other nations in protecting the Mediterranean Sea from pollution and degradation of sensitive habitats.

Adapted from:

<http://www.countriesquest.com>



Reading Notes

- **Title:**
- **Source:**
- **Type of document:**
- **Type of text:**
- In which paragraph is it mentioned that Algeria has made a determined effort to deal with environmental issues?
- Make a list of all the threats to the environment in Algeria.
- Look up the following words in your dictionary: "comprehensive; conversion; scrub; severe; steppe; erosion; sensitive; overgrazing".

MY SECOND BASIC IRREGULAR VERB LIST

INFINITIVE	SIMPLE PAST	PAST PARTICIPLE
to be	was / were	been
to have	had	had
to do	did	done
to make	made	made
to eat	ate	eaten
to drink	drank	drunk
to sleep	slept	slept
to write	wrote	written
to read	read	read
to understand	understood	understood
to sit	sat	sat
to stand	stood	stood
to go	went	gone
to come	came	come
to leave	left	left
to meet	met	met
to see	saw	seen
to say	said	said
to tell	told	told
to speak	spoke	spoken
to send	sent	sent
to spend	spent	spent
to drive	drove	driven
to ride	rode	ridden
to fly	flew	flown
to buy	bought	bought
to sell	sold	sold
to take	took	taken
to build	built	built
to learn	learnt	learnt
to give	gave	given
to swim	swam	swum
to choose	chose	chosen
to begin	began	begun
to forget	forgot	forgotten
to wear	wore	worn
to think	thought	thought
to find	found	found
to become	became	become
to dwell	dwelt	dwelt
to keep	kept	kept
to let	let	let
to fall	fell	fallen
to blow	blew	blown
to lead	led	led
to put	put	put
to feel	felt	felt
to know	knew	known
to withdraw	withdrew	withdrawn
to hear	heard	heard
to throw	threw	thrown
to win	won	won
to teach	taught	taught
to keep	kept	kept
to hold	held	held
to feel	felt	felt
to draw	drew	drawn

My Trilingual Glossary

ENGLISH	ARABIC	FRENCH
A		
abilities	قدرات - كفاءات	capacités
accomplish	أنجز - قام بـ	accomplir
accomplishment	إتمام - إكمال - إنجاز	réalisation
achieve	يتم - يحقق - ينجز	réaliser
achievement	قيام بـ - تنفيذ	réalisation d'un projet
affect	أثر في	affecter
aim	هدف	objectif
among	في ما بين - ضمن - في عداد	parmi
Alzheimer's disease	فقدان الذاكرة - مرض الزهايمير	maladie d'Alzheimer
ancestors	أسلاف	ancêtres
ancestral	سلفي - متوارث	ancestral
ancient	أثري - تراثي - عريق - قديم	ancien
appellation	تسمية	appellation
application	تطبيق - استعمال - استخدام	application
arithmetic	علم الحساب	arithmétique
artificial	اصطناعي - مصطنع	artificiel
association	ترابط - ارتباط - تداع - جمعية	association
astronomy	علم الفلك	astronomie
attempt	محاولة	tentative / essai
autistic/autisme	مرض التوحد	autiste / autisme
avid	جشع - شه - حريص - تواق	avide
award	جائزة	prix
award ceremony	حفل توزيع الجوائز	cérémonie de remise des prix
awareness	وعي - إدراك	conscience
B		
bandage	ضمادة - تضميد - لفافة	bandage

ENGLISH	ARABIC	FRENCH
behaviour	سلوك	comportement
believe	يعتقد	croire
blowing	ينفخ	soufflant
bin	سلة المهملات	poubelle
biodiversity	تنوع بيولوجي - تنوع حيوي	biodiversité
biography	سيرة - سيرة حياة شخص	biographie
biosphere	المحيط الحيوي - الغلاف الحيوي	biosphère
(to be/feel) bored	سئم من - ضجر من	s'ennuyer
botany	علم النبات	botanique
bow	اعوجّ - انثنى - التوى - انحني	s'incliner
C		
cages	اقفاص	cages
capsules	كبسولات - سدادات - برشامات	capsules
capture	أسر - التقاط - اعتقال - التقاف (شاشة)	capture
career	مهنة - سلك وظيفي - تدرّج مهني	carrière
careless	مهمل - لا مبال - متهاون	négligent
carnivorous	لاحم	carnivore
celebrate	احتفل - احتفى - أطرى	célébrer
century	قرن	siècle
challenge	تحدي	défi
characteristics	مميزات - ميزات - خصائص - سمات	caractéristiques
childhood memories	ذكريات الطفولة	souvenirs d'enfance
chip card	بطاقة رقاقة - شريحة كمبيوتر	carte à puce
cigarette butts	أعقاب السجائر	mégots de cigarettes
circumference	محيط دائرة	circonférence

ENGLISH	ARABIC	FRENCH
closing ceremony	حفل ختامي	cérémonie de clôture
coastal	ساحلي	côtier
community	مجتمع - جالية - اتحاد - طائفة	communauté
company	شركة	société / compagnie
compass	بوصلة	boussole
competition	منافسة - مباراة - مسابقة	concurrence
conclude	عقد اتفاقاً - أبرم عقداً - استدل - اختتم	conclure
connect	وَصَلَ - ربط	connecter
container	حاوية - وعاء - صهرج	réipient
conversion to islam	اعتنق الإسلام (تحوّل إلى...)	conversion à l'islam
cooperate	يتعاون	coopérer
council	مجلس	conseil
counterpart	نظير - مثيل - نسخة مطابقة	homologue
creative	مبدع - مبتكر	créatif
criterion	معيّار - محك - مقياس	critère
culture	ازدراع - أدب - ثقافة - تهذيب - حرث	culture
cypress tree	شجرة السرو	cyprés
D		
damage	تلف - عطب - خسارة - ضرر	dommage
darling	حبيب - محبوب	chéri
data	بيانات - معطيات	données
deal with	تعامل مع - استعرض - إنْهَى لِـ - بحث في - تَصَرَّفَ مَعَ	traiter avec
decayed	فاسد - بال - عفن - تالف - تلاشى	pourri

ENGLISH	ARABIC	FRENCH
decline	هبوط - انخفاض - اضمحلال - انحطاط - اشتقاق (الألفاظ بعضها من بعض)	déclin
descendants	احفاد - ذرية - نسل	descendance
defeated	مهزوم - مغلوب - مكسور	vaincu
deforestation	إزالة الغابات	déboisement
design	تصميم	conception
device	جهاز - أداة	appareil / dispositif
devoted	مُكرّس - مخلص	dévoué
differ	اختلف - تباين - تفاوت - تنوع	différer
digital	رقمي - عددي	numérique
display	أظهر - عرض - أوضح	afficher
distinct	جلي - بارز - متميز - ملحوظ	distinct
diurnal	نهاري	diurne
diverse	متنوع - مختلف - متعدد الأشكال	divers
domestic chores	الأعمال المنزلية	tâches domestiques
dramatic	دراماتيكي - درامي - مسرحي	dramatique
dwelling	سكن	habitation

E

earthquake	زلزال	tremblement de terre
ecology	علم البيئة	écologie
editor	محرر (ناشر)	éditeur
effect	تأثير - تأثير	effet
embers	الجمر	braises
embroidered	مُطرّز - مُزركش - موشى	brodé
emit	نفث بعث - أطلق - نشر - أصدر (رائحة)	émettre
encyclopedia	موسوعة	encyclopédie

ENGLISH	ARABIC	FRENCH
endanger	عرّض للخطر - أوقع في تهلكة	mettre en danger
endemic	مستوطن/متوطن (مرض، نبات، حيوان..)	endémique
ensure	أمن - تحقّق - ضمين	assurer
entertain	احتفى - ضيّف - أنس - لطف	divertir
environment	بيئة	environnement
epidemic	وباء	épidémie
equipment	معدات - آلات - تجهيزات	équipement
estimate	تقدير - تمين	estimation
evaluate	قيّم - قدّر	évaluer
evaluation	تقييم	évaluation
event	حدث - حادثة - واقعة	événement
excerpt	مقتطف	extrait
excitement	إثارة	excitation
exhibition	عرض - إيضاح - تبيين	exposition
experiment	تجربة علمية - تجريب - اختبار	expérience scientifique
extremely	لأقصى حد - إلى أبعد حد - للغاية	extrêmement
extinct/extinction	بائد - مندثر - منقرض - انقراض - اندثار	disparu/disparition
F		
fan	مروحة	ventilateur / éventail
fairness	إنصاف	justice
flanks	أجنحة - جوانب - أطراف	flancs
fond of	مولع بـ - محب لـ مشغوف بـ	aimer bien
forbidden	ممنوع	interdit
forward	إلى الأمام - قُدّمَا - فصاعداً	vers / de l'avant
found	أسس - أقام	fonder

ENGLISH	ARABIC	FRENCH
founded	مؤسس	fondé
fragile	هش - سريع الانكسار	fragile
frequency	تردد - تكرار - تواتر	fréquence
G		
gain	ربح	gain
generation	جيل	génération
geometry	علم الهندسة	géométrie
gifted	موهوب	doué
graduate	متخرج - خريج	diplômé
H		
habitat	موطن	habitat
hardships	مصاعب - متاعب	difficultés
harmed	مضرور - متضرر - مجروح	blesé
harmony	انسجام	harmonie
hasty	متسرع - مندفع - متهور	précipité
hedgehog	قنفذ	hérisson
herbivorous	آكلة الأعشاب	herbivore
hiking	التنزه (على الأقدام)	randonnée
hills	التلال	collines
hosts	مضيفون	hôtes
housewife	ربة بيت	femme au foyer
(give a) hug	يعانق	(faire un) câlin
hunt	صيد - مطاردة - ملاحقة	chasse
I		
ignorance	جهل	ignorance
include	احتوى على - تضمّن - اشتمل على	inclure / comprendre
indifferent	غير مبالي	indifférent

ENGLISH	ARABIC	FRENCH
insist	يصر	insister
instead	عوض أن	au lieu de
intangible	لا يمكن لمسه - لامادي	immatériel
intellectual	عقلي - مثقف - مفكر	intellectuel
interested in	مهتم بـ	intéressé par
inventor	مخترع	inventeur
involve	تتطوي	impliquer
involved	متضمن - محتمل - يستتبع - متورط	impliqué
J		
journal	جريدة - صحيفة - يومية	journal
justice	عدالة	justice
K		
keen on	متحمس - مولع	passionné
L		
lazy	كسول - خامل	paresseux
lifestyles	أساليب الحياة - أنماط حياتية	modes de vie
litter	زبالة - قاذورات - قمامة	déchets / détritux / ordures
logo	شعار	logo
lute	العود (آلة موسيقية)	luth
M		
magazine	مجلة	magazine / revue
magnificent	بديع - بهيج - رائع	magnifique
mammals	ثدييات	mammifères
manage	أدار - أشرف على	gérer
measure	قياس	mesure
mechanic	ميكانيكي	mecanicien
memory card	شريحة ذاكرة	carte mémoire

ENGLISH	ARABIC	FRENCH
perseverance	مُثابرة	persévérance
perseverant	مُثابر	persévérant
phenomenon	ظاهرة	phénomène
physicist	فيزيائي	physicien
pilgrimage	حج	pèlerinage
pine tree	شجرة الصنوبر	pin
plague	طاعون	peste
poster	ملصق - لافتة تُلصق في الأماكن العمومية	affiche
preservation	محافظة - حفظ	préservation
prevention	وقاية	prévention
principle	المبدأ	principe
profile	ملف بيانات شخصية	profil
prohibition	حظر - منع	interdiction
promote	ترؤيخ - تعزيز - ترقية - تطوير	promouvoir
protect	يحمي - يصون - يحافظ	protéger
provide	زود - وفّر	fournir
publish	نشر	publier
punctual	حريص على الدقة (في المواعيد)	ponctuel
Q		
questionnaire	استبيان	questionnaire
R		
raised	بارز - مرفوع	élevé
ray	شعاع	rayon
recommendation	توصية	recommandation
recorded	مُسجّل	enregistré
recycle	أعاد الاستعمال	recycler

ENGLISH	ARABIC	FRENCH
reindeer	حيوان الرنة	renne
relativity	نسبية	relativité
relics	آثار - بقايا آثار	reliques
remind	يذكر	rappeler
representative	وكيل - ممثل - مندوب	représentant
request	طلب - التماس - سؤال	demande
researcher	باحث	chercheur
reserve	حظيرة وطنية	réserve
responsible	مسؤول	responsable
reusable	قابلة لإعادة الاستخدام	réutilisable
roofs	سقوف	toits
rituals	طقوس	rituels
rot away	يتلف - يتلاشي	se dégrader / se décomposer / pourrir
rubbish	قمامة	ordures

S

scholar	عالم باحث	savant
scholarship	منحة دراسية	bourse d'études
search engine	محرك البحث	moteur de recherche
settle	استقر - أسس - ارتكز	régler
shameful	مفاضح - مخجل - مخزي	honteux
shipwreck	حطام سفينة	naufnage
shy	خجول	timide
slogan	شعار	slogan
smart	ذكي	intelligent
smuggled	بضاعة مُهرّبة	en contrebande
sociable	اجتماعي - أنيس - لطيف المعشر	sociable

ENGLISH	ARABIC	FRENCH
species	اصناف - انواع	espèces
specific	محدد - خصوصي - نوعي	spécifique
spicy	لاذع - حار - كثير التوابل	épice
spread	انتشر - ذاع	propager
status	حالة - وضع - مقام	statut
store	متجر - حانوت	magasin
storks	لقالق	cigognes
suggestion	اقتراح	suggestion
surgeon	جراح	chirurgien
survive	بقي على قيد الحياة	survivre

T

teenager	مراهق	adolescent
telecommunication network	اتصالات	télécommunications
theory	نظرية	théorie
threat	تهديد - وعيد	menace
threaten	يهدد	menacer
tribute	تكريم - ثناء - إجلال	hommage
throughout	طيلة - على مدار	tout au long de / à travers
throw	ألقى - طرح	jeter
tidy	أنيق - مرتب - منظم	rangé
timid	خجول	timide
tough	صعب - شاق	dur
trade	تجارة	commerce
translation	ترجمة	traduction
transmitting	إرسال - تبليغ	transmettant
turtle	سلحفاة	tortue
typical	نموذجي	typique

ENGLISH	ARABIC	FRENCH
U		
use	يستخدم - استعمال	utiliser / employer utilisation / emploi
used to	متعود - متدرب على	habitué
V		
van	سيارة نقل	camionnette
vanished	اختفى	disparu
vegetarian meal	وجبة نباتية	repas végétarien
version	نسخة (الإصدار)	version
vivid	حي - زاهي	vif
vision	رؤية	vision
vulnerable	سريع التأثر - قابل للعطب	vulnérable
W		
weakness	ضعف	faiblesse
wealth	ثروة	richesse
weavers	نساجون - حياكون	tisserands
wedding	حفل زواج	mariage
wildlife	حيوانات برية	faune
wind	ريح	vent
wisdom	حكمة	sagesse
withdraw	ينسحب - يحجم عن	se désister
world heritage	تراث عالمي	patrimoine mondial
worn	بال - رث - متآكل	usé
wreath	إكليل	couronne
wrinkle	تجعد - تغضن	ride

CASBAH
Editions

ISBN: 978 9947 62 161 5



MS : 910/17

سعر البيع
245,74 دج

